SELF-STUDY VISITING COMMITTEE REPORT

ACCREDITING COMMISSION FOR SCHOOLS
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

FOR

THAI-CHINESE INTERNATIONAL SCHOOL

101/177 Moo 7, Soi Mooban Bangpleenives

Prasertsin Road, Bangplee-Yai, Bangplee

Samutprakarn, 10540

May 10 - 13

ACS WASC FOL 2017 International Edition

<u>**Visiting Committee Members**</u>

Yanik Ruley
Principal/Superintendent (Retired)
Vacaville, California

Benjamin Devere White
Assistant Principal, Nakornpayap Int. School
Chiang Mai, Thailand

Barbara Tajti
Academic Director, Saint John Mary Int. School
Saraburi, Thailand

ACS WASC FOCUS ON LEARNING INTERNATIONAL
VISITING COMMITTEE REPORT

Preface

TCIS Vision:

 To create an international environment where both Eastern and Western philosophies/cultures are taught and encouraged.

TCIS Mission:

 To provide a strong educational program based on American curriculum standards and three required languages: Chinese, Thai, and American English.

Student Learning Outcomes:
Middle and High School Student Learner Outcomes
- Independent Lifelong Learners
- Effective Communicators
- Complex Thinkers
- Collaborative Workers
- Global Participants

ECE and First Grade Student Learner Outcomes
- I can ask questions
- I can use my words
- I can listen with my whole body
- I can try to learn new things even if they are scary
- I am learning about the world and how to take care of it
- I can work nicely with others

Elementary Learning Outcomes (Grades 2-5)
- Complex Thinkers and Problem Solvers
- Collaborative Workers
- Effective Communicators
- Independent Life-Long Learners
- Responsible Global Participants

Based on data, SJMIS chose to focus the following as identified critical learner needs.
  1. Enhance English and Thai reading, writing, listening, and speaking skills at grade-level
  2. Developing in-depth critical thinking skills
  3. Creating well-rounded, responsible, and respectful individuals

 Based on six years of MAP data and five years of various English proficiency test data, there

is a strong need for students to improve their English language skills. Meantime, based on the annual parent interview and survey data, participants strongly agree that students who plan to continue their studies in Thai universities need to possess a solid foundation of Thai language. Additionally, developing critical thinking skills and creating well-rounded, responsible, and respectful individuals helps prepare students for their future beyond SJMIS, as the requirements of college and the workplace have been swiftly and unpredictably shifting.

Chapter I: Progress Report (2 pages)

Since the last self-study:

Since the 2016 WASC visit, TCIS has undergone significant changes in the areas of administration, curriculum, assessment, facilities improvements, and in other areas. Significant developments were made in these areas because the TCIS School Board strives for and supports constant school improvement in all areas. These changes have had a positive impact on the improvement of the quality of administration and providing students with a curriculum that will better prepare them for life after TCIS.

Area 1 - Administrative

A significant challenge faced by TCIS was the lack of stability in the Administration and the general attitude that there was not a consistent plan or direction for the school. Indeed, over the course of a seven-year period from 2011-2018 six changes of leadership had happened at the Middle School. There was also a lack of transparency in any appointment process and a sense that only outside candidates would be selected. With the appointment of Dr. Steve as Head of Schools in 2014 and Dr. John in 2017 this trend has been gradually changed and stability has ensued. Also, internal appointments have balanced the hiring system. 2018-2020 represented the first time in the school that the Administrative team had no changes. A proper organization structure was put in place and the ensuring of a Curriculum Coordinator in place since 2016 has stabilized curriculum direction.

 2016 New Curriculum Coordinator
    New Middle School Principal
    New Head of Schools promoted from High School Principal position
    New Thai Director promoted from Head of Thai Department position
    New Head of Chinese (reinstated from 2015)
    New Elementary Principal New High School Principal
    New Curriculum Coordinator promoted from teaching position and Head of English department
 2018 Creation of the 10th Foundation School Board, including new Chairperson
    New Curriculum Coordinator promoted from teaching position
    2019 New Middle School Principal promoted from Curriculum Coordinator and Head of English department
    New Curriculum Coordinator promoted from teaching position and Head of English
 2020 New Business Manager
    New Early Years and Elementary Principal
    New WASC Chair

Area 2 - Curriculum

An area of concern for some time as reported in successive WASC visits was addressed in 2016 with the reinstatement of the position of Curriculum Coordinator. Strides have been made in this area particularly regarding syllabi and curriculum mapping. Though google was and is being used to house and maintain curricula, it has been decided that Atlas Rubicon will be purchased for 2021/22 to improve in this area. Some improvements in the curriculum opportunities are highlighted.

2017   Adoption of Next Generation Science Standards (NGSS)
        Adoption of Reader's and Writer's Workshop in Elementary
2019   Extended Reader's and Writer's Workshop into Middle School
        Extended NGSS from Elementary into Middle School
        Expanded Advanced Placement (AP) Program: Introduced AP Capstone, Calculus BC, Statistics, Comparative Government, Macroeconomics, Physics 2
        Expanded foreign language elective classes from high school to grades 7 & 8
        Expanded Robotics from high school to grades 7 and 8.
2020   Adoption of Society for Health and Physical Educators (SHAPE) Standards for Physical Education

Area 3 - Assessment

This is an area that lacked direction and consistency in terms of policy and recording, including identification and delineation regarding formative and summative. Beginning in 2017 standards-based reporting was brought in at the elementary level and later expanded to early middle school. Also, only English language-based tests were taken and tracked. Thai and Chinese proficiency national exams were added annually beginning in 2017.

2016   Sermpanya Proficiency Testing: Thai Language and Social Studies, Grades 3-12
2017   Standards Based Reporting Implemented in Elementary School Sermpanya Proficiency Testing: Thai Language, Social Studies, and English, Grades 3-12
        Asian Science and Mathematics Olympiad (ASMO) Thai Science and Math Test, Grades 2-11
        Children's Chinese Competency Certification (CCCC) and Test of Chinese as Foreign Language (TOCFL), Grades 3-12 2018
        Sermpanya Proficiency Testing: Thai Language, Social Studies, English, and General Aptitude Test (GAT), Grades 3-12 201
        Preliminary Scholastic Assessment Test (PSAT), added grades 8 & 9 tests
        Thailand Educational Development and Evaluation Tests (TEDET) Grades 2-9
        2020 Sermpanya Proficiency Testing: Thai Language, Social Studies, English, General Aptitude Test (GAT), Science, Math, and Advanced English, Grades 2-12

Area 4 - Facility Improvements

While there have always been funds allocated for facility maintenance and improvement, the lack of a plan and direction hindered the school development in this regard. Consequently, in 2016 a significant injection was given to the school for large projects from the Foundation Board. Under the direction of the Head of Schools and the Chairman a series of facility improvements were undertaken over a three-year period. In addition, land behind the existing school was purchased for expansion.

2016 20-million-baht facility upgrade approved by the Board, funds from the Foundation Board not from Annual budget process.

Other Significant Developments

2017 Improved HR hiring practices, including:
- Background checks
- Readmittance to Search Associates and International Education and School Services (ISS)
- Google Level 1 Certified Educator requirements

2017-20 Memorandum of Understanding (MOU) with the University of Taiwan
- National Taiwan University
- National Sun Yat-Sen University
- Ming Chuan Universiy
- Kun Shan University

2018 Election of new TCIS Parent Association 2019 Memorandum of Understanding (MOU) with the Praksawithedsuksa School to collaborate on education

Spring 2016 Probationary Visit:

Critical Areas of Need and Recommendations

Critical Area #1

Identify and implement consistent systems for documenting and archiving standards-based curriculum. In 2016, WASC highlighted eight (8) critical areas of need. Critical area of need # 2 was subsequently divided into 2A and 2B. Each critical area has been addressed by the leadership of TCIS. While some areas have been completed, others are ongoing - such as the continued implementation of our 5-year strategic plan (critical area 2B).

Since 2016-2017, TCIS has been developing online curriculum using Google platforms including Google Sites and Google Docs. Teachers have created unit plans, curriculum maps, and course syllabi which are updated annually. TCIS has steadily improved the collection and publication of syllabi and curriculum maps. In the 2018-19 SY, collection completed March of 2019. For the 2020-21 school year, curriculum maps and syllabi were completely collected and published by November of 2020. TCIS has identified a need for a comprehensive system to manage the standards and curriculum. TCIS will be returning to Atlas Rubicon, purchasing in the Spring of 2021, and rolling out to the divisions at the beginning of the 2021-22 school year.

Over 80% of our international and Taiwanese teachers are Google Level I or Level II certified ensuring the proper use of the required technology to teach our students and communicate with our families. Teachers who are not yet Google Certified Educators are on a plan to receive their certification before the end of the 2020/21 schoolyear. The impact on student learning is that teachers spend less time determining what to teach and more time determining how to differentiate lessons to best support and engage students.

Critical Area #2 A

Develop systematic procedures to collaboratively review and update policy manuals and administrative procedures with the Faculty Handbook. Since 2016, the staff and student handbooks have been shared by the leadership team with the school Faculty Association. The Faculty Association has shared them with the staff and helped collect feedback on the manuals. Annually,

the manual is reviewed during teacher orientation with all faculty highlighting any changes. Teachers sign off that they have read and understood the contents on the manuals.

Issues or areas of concern are addressed weekly by the Faculty Association and brought to the attention of the administration. These meetings are attended by a member of the administration 2016-2019.

Issues concerning the Faculty Handbook or policies that cannot be addressed during these meetings are brought to the attention of the Head of Schools by the Faculty Association leadership. Meeting minutes and results are shared with all faculty members through the Faculty Association. With time provided by the administrations, the Faculty Association also conducts its own staff meetings, as needed. These conversations led to increased planning time for teachers so they can plan collaboratively, meet with students, assess student work, and communicate with parents.

At its annual retreat, the administrative team reviews the Faculty Handbook and all other manuals. The Head of School then meets with the Faculty Association to discuss proposed changes. This procedure was initiated by the Head of Schools in 2017. This is an area that continues to require refinement and formalization.

Critical Area #2 B
Fully implement the strategic (5-year) plan to ensure effective communication and transparency.

The TCIS Board has shown strong commitment to the long-term strategic development of the school. TCIS has successfully implemented its 5-year strategic plans, which are divided into different categories, including the 2018 5-year strategic plan, Chon Buri expansion (possible future new campus location, a specific facilities improvement plan, a strategic curriculum plan, an on-campus branding plan, and an IT strategic plan).

Negotiating the effects of COVID-19 has proved challenging while implementing the strategic plans during the past year, but the Board and school administrators remain committed to continual improvement of the school with the goal of providing the best learning environment for students. This is further evidenced by the participation of Board members in Recruiting Trips and attending senior administration meetings. In addition, TCIS is developing a five-year plan on being recognized as a top 10 international school in Thailand. In the plan, we will focus on the areas of curriculum, marketing and branding, facility upgrades, IT upgrades, acceptances into top 10 universities in the United States, governance and leadership, enrollment, and our Safe School initiative.

Critical Area #3
Faculty Handbook and policy manual updates should be in the school's action plan.

The administrative team has reviewed the critical area and felt it was comprehensively addressed by our actions and follow-up in Critical Area #2A, as that critical area was also focused on the faculty handbook.

Critical Area #4
Continue to consider strategies and incentives to attract and retain quality administration, faculty, and staff.
1. In 2018, the TCIS foundation board approved an increase in the housing allowance (4,000 baht) for all teachers regardless of country of origin. Teachers are eligible for salary step increases on an annual or biannual basis. TCIS has retained the services of International School Consortium (ISC) to provide a comparison of TCIS salary and benefits in South-

East Asia and Bangkok, specifically, to understand TCIS's market position. Currently, the faculty association - in conjunction with the head of 31 schools - have prepared a reorganization of the salary scale and benefits to present to the board finance committee to be implemented in 2020. However, this was put on hold due to COVID.

2. Further, the leadership team has worked to increase the amount of teacher planning and prep time, from 80 to 120 minutes per day. The leadership team has also focused on minimizing the number of teaching assignments (preps) for teachers. However, to account for a reduction in enrollment and anticipated reduction in the operational budget, Thai teachers' schedules are being increased to 6 preps (from four) for the 2021/22 academic year.

3. The administration base salaries have increased in recent years to attract and retain high-quality candidates. Each year, an increase of 3.5% is added to the base salaries of principals. Housing stipends for administrators were increased significantly in 2018. In 2020, a report was provided by EARCOS which ranked administrators' salaries in international schools world-wide by geography. TCIS was found to be competitive.

4. In 2017, the head of schools initiated weekly senior administration meetings where the administrators drive the agenda. An annual administrative retreat is held by the head of schools to synthesize school direction.

5. In 2019, we launched a participatory action research (PAR) study, in partnership with East Carolina University, to determine how to better support new teachers to improve teacher retention.

Summary Statement

The result of these initiatives has been an increase in staff and administrator retention, as well as resulting in a much higher degree of quality and quantity of candidates who wish to work at TCIS. There is very little turnover in the Thai or Chinese departments. In the international teachers' section, we experience an annual average turnover of about 14%.

Because of salary adjustments, transparency, and new teacher induction programs there has been a gradual improvement in teacher retention. For example, in 2015 there was a turnover of 32%. That has reduced to about 14% in 2020.

As a result of the PAR study, they implemented a teacher induction program that expanded a one-week summer orientation into a three-phased, year-long system of support. They have two critical findings from the phased teacher induction program that can help international schools to fully integrate new teachers into a school and host country culture. First, regular communication boosted teacher readiness and feelings of belonging. Secondly, focusing on cultural awareness had a two-pronged result: (a) teachers were more familiar with the school culture and host country culture; and (b) because the Thai and Chinese instructors and directors were more equitably included in the phased induction processes, they became a stronger part of the school.

Critical Area #5

Develop a formal and consistent means of collecting stakeholder input and feedback regarding the overall effectiveness of the school program. Since 2017, TCIS has consistently collected teacher perception data in the spring and parent perception data in the fall. We also collect perception data from the students each fall. This data is reviewed by the stakeholders and helps inform our action plans each year. This data consistently indicates we score in the 7080% satisfaction range, revealing that we have room to improve, particularly in student engagement.

Critical Area #6

Review, revise, and write TCIS job descriptions including the new Curriculum Coordinator position.

Starting the summer of 2016, administration began reviews of all TCIS job descriptions for faculty, staff, and administration. Job descriptions were created for any new position, such as the Curriculum Coordinator and Marketing Director. The goal to present to the Faculty Association in September 2016 to review was completed, prior to presenting to the School Board by December 2016.

All job descriptions were shared with all TCIS faculty members in September 2016 for review and are in a central folder. This process will help ensure expectations, roles, and responsibilities are clear and transparent.

Critical Area #7

Create a timeline and calendar of Executive Board meetings to be distributed to all interested parties to help further the positive developments between the Board and the administration.

The Secretary-General of the TCIS Foundation Board creates a timeline at the initial School Board meeting. The timeline is distributed to the administration. The timeline is updated as needed. The Secretary-General also records and distributes the minutes from each meeting for review. They are then ratified at the beginning of each successive meeting.

Critical Area #8

Examine administrative compensation to retain administrators.

Administrators (along with all teachers) received an increase in the housing allowance in 2018. The High School Principal is in his fifth year at TCIS. The Middle School Principal was promoted from within the school and has been at TCIS for five years. In addition, Dr. John, the Head of Schools, has been with the school for nine years and was also promoted from within the organization. The Thai Director has been with TCIS for fourteen years. The Head of Chinese has been with the school for sixteen years.

The base compensation package for newly hired administrators has increased annually. This has resulted in an increased desire for administrators to remain at TCIS. An annual raise of approximately 3.5 % is also part of the Annual Budget.

Self-Identified Area of Improvement #1

Continue to develop and implement a consistent K-12 evaluation plan for the professional staff.

There is alignment of the evaluation process from PK2-Grades 12. The focus of the evaluation is on ensuring that students know what they are learning and why it is important. Further, the evaluation focused is connected to the critical learner needs. For example, in 2019-2020, the critical learner need has been on developing literacy skills in English.

To further improve our staff evaluation and support, TCIS is moving towards a rubric-based evaluation system that includes staff self-evaluation and meaningful conversation components that provide clear and explicit standards. The focus is on providing a path for staff improvement.

Self-Identified Area of Improvement #2

Continue to follow-up with alumni to provide insight into how effectively the academic program prepares students for pursuing higher education, entering the workforce, and achieving their goals in life. An alumni data collection system will be created, and the results will be analyzed. They are very proud that 100% of TCIS graduates go on to attend universities around the world. As a school, they endeavor to keep close contact with our alumni, however, this is an area that requires further attention. COVID-19 has made this especially challenging during the past year. Nonetheless, they are committed to following up with their alumni to gain insight of their experiences after they entered higher education institutions.

In 2018, TCIS hosted an alumni breakfast and saw two recent graduates join the Foundation School Board. A second alumni breakfast was held December 20, 2019. At this breakfast, they shared a survey with the attendees to both hear their feedback on their time at TCIS and collect their contact information. This was a great start to compiling a database as well as reflecting on teaching and learning as it applies in the real world.

They also currently use Facebook and Instagram to connect with other alumni for the 25th anniversary celebration in 2020. As students graduate each year, they will collect contact information and invite them to join the alumni Facebook group. In addition, we have invited alumni back to speak at various TCIS events, including keynote speakers for our graduation ceremonies.

Self-Identified Area of Improvement #3

Continue to further develop the School Support Program to meet the academic, social, emotional, and Self-Identified Area of Improvement #4. Facilities and Long-Range Resource Plan: Ensure the five-year maintenance plan is completed, updated, and should be followed.

Since 2016, TCIS has seen numerous facilities upgrades. These upgrades are part of their five-year maintenance plan and have been consistent with the rebranding. Included in the facility upgrades are:

1. New basketball court and AstroTurf
2. Furniture Replacement (ECE, ES, HS)
3. Painting (all buildings)
4. New Security Gates
5. New Awning/Canopy
6. Brick Removal and Replacement with Stucco
7. Parking Lot Addition and Improvements
8. HS Office Refurbishing, including Admissions Wing
9. MS Office Refurbishing
10. Early Years classrooms update

Challenges Faced and Overcome

A challenge to their 5-year facilities plan had been hiring and maintaining a business manager for the school. This position had been unfilled for almost a year, but the position has been recently filled with a business manager with many years' experience working in international education and as a business manager in other industries. This new leadership has enabled us to maintain our upgrades and continue to make much needed improvements. Among the improvements are several marketing and branding changes:

1. New logo

2. New uniforms
3. New signage to the buses and vans
4. New PE uniforms
5. 5. New on campus signage
6. New website
7. All new marketing collateral materials (folders, gifts, clocks, etc.)
8. learning needs of the students. Determine the school needs for the guidance department.

The Student Services Department includes Western counselors, a Chinese counselor, a Chinese Director, a Thai Director, and support staff. As of 2018, they transitioned from a departmental approach to a "one-school" mindset and assigned counselors to each school division. As a result, student engagement with guidance counselors increased.

Bridging admissions to the classroom teachers through counselors and student services department, addressed a gap in supporting students. To help new students, TCIS implemented an organized buddy system to help them transition to the TCIS. We also create activities for new students and their buddies. TCIS also expanded its Peer Tutoring Program to not only assist with new students but all students who need support.

Chapter II: Student/Community Profile

TCIS is a non-profit organization that was established in 1995 with 155 students. The founding school board consisted of a group of Taiwanese expatriates business people who had the vision and goal of creating an American curriculum school with an additional Chinese language program which would prepare students for U.S. and international universities and be comparable to the best schools in Taiwan. Students are regularly admitted to top Thai, Taiwanese, American, and other universities around the world. For the Class of 2019, 100% of our graduates earned university acceptance. TCIS has no formal business ties or income other than tuition.

TCIS is recognized among the top ten international schools in Bangkok that offer an American Curriculum and 100% American-English speaking academic programs. We currently have more than 40 American and Canadian teachers, 13 Chinese teachers and 9 Thai teachers. We are accredited by the Western Association of Schools and Colleges (WASC) and offer multiple Advanced Placement high school courses.

They take pride in the daily instruction in Chinese and in Thai languages. Graduates are regularly accepted at major colleges and universities in North America, Asia, and Europe.
25 Years of Learning and Growth at TCIS A major milestone in our school's history was the preparation for the celebration of our 25th year anniversary. The longevity of TCIS is evidence of the success of the founders' vision, as well as an indicator of the school as an important part of the local community.

TCIS WASC Accreditation History

Year(s)	Accreditation
1995	School Founded

2002 - 2008	6-Year Accreditation
2008 - 2011	3-Year Accreditation
2011 - 2014	3-Year Accreditation (Placed on Probation in May 2014)
2014 - 2020	Probation removed June
2016	6 -Year Accreditation: mid-year visit in
2017	Sample WASC Update to Community, Spring 2018
2020	WASC Visit Schedule Visit postponed due to COVID 19
2021	Re-scheduled WASC Visit April 26th to April 29th, 2021

TCIS' MAJOR ACHIEVEMENTS: Some of their proudest moments during the past 26 years.

Year	Achievement
Sep 1995	School Established
1998	Received WASC Accreditation
1999	Granted full membership to EARCOS
2001	Ist HS graduation
2003	Groundbreaking for new Recreation Center (3rd building)
2003	Ist Advance Placement (AP) courses
2005	U17 Boys basketball team BISAC champions
2006	Held first EARCOS weekend workshop
2007	Multifunctional Hall (360)
2011	Opening 5th building
2014	Princeton graduate
2014	Expansion of 1:1 Laptop Gr. 5-12
2014	Recognized as Google School using Google classroom system
2014	Achieved 5-year Accreditation from ONESQA
2015	Hosted first Google summit
2016	New music department
2018	TCIS Rebranding - New Logo and new philosophy
2019	AP Capstone Program
2019	Launched National Junior Honor Society
2020	25th Anniversary of TCIS

Chapter III: Quality of the School's Program

What Currently Exists (10–20 pages)
Based on the self-study and visiting committee findings, for each criterion in the following categories:

    A. Organization for Student Learning

    B. Curriculum, Instruction, and Assessment

    C. Support for Student Personal and Academic Growth

    D. School Culture and Environment

    F.   Boarding Program, if applicable

CATEGORY A. ORGANIZATION FOR STUDENT LEARNING

A1.   School Purpose

The school's mission and vision strongly represent the core values of TCIS and clearly reflect the beliefs and philosophy of the school and its constituency. Students at TCIS are expected to become multilingual in Thai, Chinese, and English and represent a healthy balance between Eastern and Western cultures. The school's core values have not changed much during its existence and the leadership team believes that they continue to be of value and relevant to its community, even after 25 years of its foundation. Consequently, the mission statement is understood by all stakeholders of the school. In addition, they provide a unique point of distinction among other international schools in Bangkok.

The SLOs at TCIS are aligned with the US Common Core Standards and they are based on 21st-century skills such as collaboration, communication, and critical thinking.

The school has a process in place about involvement of all stakeholders in the defining of global competencies and developing the school's philosophy and SLOs. Faculty is represented through the Faculty Association, parents are represented by the Parents' Association, and students are represented by their respective Student Councils. SLOs are integrated into the daily lessons and administrators use them as a key criterion for observations.

There is a strong degree of consistency between the school's core values, the SLOs, and the school program that reflects the school's expectation of global competencies. TCIS supports their students becoming multilingual and multicultural in many ways, such as daily instructions and language proficiency assessments in three languages, cultural celebrations, and integrating academic standards with the SLOs.

The school's vision, mission, and schoolwide learner outcomes are effectively publicized to the students, parents, and community. Banners are placed strategically around the campus; the graphics for each SLO are used in bulletin boards and newsletters. Each month, one of the SLOs is highlighted and activities are created around it. Student of the Month awards are also based on the SLOs and they are shared via social media such as Facebook.

The school has a process for regular review of the school's vision, mission, and schoolwide learner outcomes. The Senior Administrative Team regularly meets with the TCIS Executive Board to update its members about students' academic achievements, the current educational programs, and changes based on the data collected.

A2.   Governance

TCIS Governing Board has written procedures and coherent practices that define their roles and responsibilities, called the Board Charter. Its procedures and practices are aligned with the Thai MOE regulations.

TCIS is effective in having clear policies and procedures in the selection, composition, and specific duties of the governing authority. TCIS has a Foundation Board, where members must make a financial contribution to the school to be on the board. The Board operates under the charter and bylaws of the Thai MOE. From the Foundation Board, members are elected to become Executive Board members, which serves as TCIS Governing Body. The Governing Board includes the General Manager/Licensee, the FA representative, the PA representative, the Thai Directors, and additional members appointed from the Foundation Board (one person may hold more than one job). Foundation Board Members must serve at least one term (three years) as a donor, and one term (3 years) as a Board member. If a member seeks the position of Board Chairman, that

member must serve two terms (6 years) as Board Vice Chairman.

TCIS provides some form of training for potential Board members in the principles and skills essential to the effectiveness of the school board. Besides, as part of the process to become an Executive Board member, they must participate in meetings for a minimum of nine years. Once chosen, Board members attend training sessions offered at the EARCOS Administrators Conference each fall.

TCIS is effective in communicating a clear understanding about the relationship between the governing authority and the responsibilities of the professional staff. The governing authority limits its actions to policy making and strategic planning, authorizing the administration to implement its decisions. The Executive Board and the senior administrators meet quarterly, while the Chair and the HOS meet weekly to discuss school issues.

The Governing Board's policies and financial/educational plans are directly connected to the school's vision, mission, and schoolwide learner outcomes that focus on student achievement of global competencies and the governing authority is involved in their regular review and refinement. The Governing Board fully supports the school programs and operations. The Board approves allocated amounts based on tuition revenues, school goals, and action plans.

The Governing Board is involved in the regular review and refinement of the school's vision, mission, and schoolwide learner outcomes. Senior administrators meet with the Executive Board throughout the year. During these meetings, academics, SLOs, student data, and more are discussed to enhance student learning.

The school community has a somewhat effective understanding of the Governing Board's role. Teachers understand that the Board supports the school's mission and Board members are present at school events and active in the community. The FA President and the PA president are on the Executive Board and serve as a bridge between the Board and their respective community. Many Board members also have children and relatives who attend or who have attended TCIS.

TICS provides stakeholders a voice in major decisions about the school. An area of concern for parents is the school facilities, including the canteen. The school has made a great effort to make the campus facilities both safe and modern. So far, furniture, the gyms, the swimming pool, and restrooms have been upgraded, the parking has been extended, additional lighting has been set, and much more. The renovations were done following the marketing and branding guidelines. As part of the rebranding initiative, TCIS established school colors, created a new logo, adopted new uniforms, PE uniforms and more. Based on the FA's suggestion, there were improvements in the salary scale and housing allowance. The opinions of students are also somewhat considered, both in formal and informal ways. Parents attend Principal Coffees to be involved in their child's educational process.

In addition to the academic reports shared with the Executive Board by the Senior Administrative Team, the HOS also updates the Board on budget, facilities, and more. The Foundation Board Chair joins the HOS in recruiting events overseas to help on important hiring decisions.

TCIS has a somewhat effective complaint and conflict resolution procedure. Besides the guidelines stated in the Faculty Handbook, different stakeholders bring their issues to their respective associations, such as FA or PA, and they set meetings with the administration.

TCIS's governing authority has procedures to evaluate the school leadership. The HOS meets with the Governing Board Chair annually to review goals and progress. If there is concern, the HOS may meet with the full Executive Board. Meantime, the HOS meets twice annually for principal evaluation purposes.

TCIS' governing authority has effective means to evaluate its processes and procedures. One example is that Dr. John has been in the HOS role for three years and was promoted from the position of HS principal.

A3. School Leadership

TCIS involves various stakeholders to review its written policies, charts, and handbooks. TCIS has a Faculty Handbook and a Parent/Student Handbook. Each year, the Faculty Association reviews the handbooks based on the feedback of the staff. TCIS also has an active Parent Association (PA). The school administrators meet with the PA regularly throughout the year, and formally each quarter to hear their feedback on school issues. Revisions to the handbook are considered as needed with respect to the feedback received. Then the administrators update these documents each spring. Nevertheless, the clarity and understanding of responsibilities, operational practices, decision-making processes, and relationships of leadership and staff needs further improvement.

The school has improved its internal structures for communication, but further improvements are needed. For example, teachers create and share curriculum maps and course syllabi with the guidance of the Curriculum Coordinator. The procedure for staff grievances is outlined in the Faculty Handbook.

TCIS has processes and procedures in place for involving staff in shared responsibility, collaborative structures and actions and accountability to support student learning in a global environment. For example, the curriculum coordinator shares MAP data twice yearly with teachers so that the teachers can analyze and interpret their students' needs. Administrators share results of student and parent surveys with teachers. In MS/HS, counselors work collaboratively with teachers on different student issues and develop strategies to support students in need. Elementary teachers record and report assessment results three times per year and meet weekly to discuss student concerns and issues.

The TCIS school leadership is effective in regularly reviewing the existing processes to see which actions of the leadership and staff focus on successful student learning. The senior administrative team meets each Monday to discuss school issues, and to share information and concerns gathered at the weekly FA, parent, and student meetings.

TCIS has a Child Protection Policy since 2019, which is shared with all staff members. There is no official Designated Safeguarding Lead/Officer. Division principals are responsible for implementing the policy with the support of the counselors

At TCIS, being multilingual and multicultural are core values. Throughout the year, TCIS holds a variety of events to learn about and honor different cultures. Beyond Thai, Chinese and English, the school also celebrates other cultures, like Korea and Japan. Through student council, students take on a variety of service projects to support the school and outside organizations (Smile Club, One Club, etc.). High school students also take part in a global issues class

A4. Staff

TCIS uses a recruiting agency (Search Associates) for hiring international (Western) teachers, while Thai and Chinese teachers are directly hired from Thai and Taiwanese universities. The qualification and other requirements are aligned with the Thai MOE directives. Accordingly, all teachers must obtain Thai work permit and teaching license. In addition to the academic requirements, international teachers are also asked to obtain and present criminal background checks and medical certificates. The final hiring decisions are made by the HOS with the approval

of the Executive Board.

The school's HR department reviews teachers' qualifications and makes sure that teachers' paperwork and credentials are updated annually, and they follow the Thai MOE requirements. However, there is a concern that teaching licenses should be verified by the original place of issue.

The recruitment process is rigorous, based on Search Associates' screening and evaluation practices on child protection. Meanwhile, all teachers must sign and obey the TCIS Child Protection Policy. Guidelines for proper behavior of adults towards children and children towards other children are written in the Faculty Handbook and the Parent-Student Handbook. Based on the findings, TCIS has a Child Protection policy in place, but follow-up and continuing training for all faculty and staff are needed.

The school has a new teacher orientation process, which includes supporting teachers to find accommodation, getting to know Bangkok and the rest of the staff, paperwork, etc. Based on the report, there is a need for extended support in the way of a teacher mentor program. Regarding allocation of personnel, principals may appoint teachers to a different post based on the student need. Teachers can also initiate change in their assignments.

Teacher responsibilities are regulated in their contracts and supplemented with other faculty policies, operational practices, decision-making processes, and relationships of the leadership in the Faculty Handbook. Besides, principals regularly communicate with their staff via memos, emails, and meetings.

TCIS involves staff to effectively support student learning throughout all programs. Examples include regular MAP data reviews, ES data tracking, and HS progress monitoring. There is also a peer-mentoring program between HS and ES students.

TCIS applies a tiered approach to professional development. This includes trials of pilot programs by individuals and groups. Tier one consists of individual professional development opportunities, such as STEM workshops. Tier Two is a teacher-led professional development, while Tier three is for broader implementation of strategies provided by outside professionals, like the Readers' Workshop. Based on the findings, a multi-year schoolwide PD plan is recommended that is fully based on the needs of the students and suited to adult learners.

Professional learning opportunities are mostly provided twice a year and mainly initiated by the principals. Teachers are not involved in the selection. Socratic seminar, Reader's and Writer's workshop, project-based learning are some of the examples of the training provided by the school. Teachers feel that there is a blanket approach regarding professional development instead of a more refined approach. Further teacher education (pursuing a master's degree, for instance) is not funded by the school. Additionally, some teachers mentioned that the Google Summit should be continued.

The evaluation procedure at TCIS starts with the teacher's goal setting based on the training he/she received, and goals are reviewed annually. Principals conduct both formal and informal observations. TCIS plans to implement a rubric-based evaluation system based on Charlotte Danielson's framework. TCIS supervises and evaluates the professional growth of online instructional staff through setting up a common e-Learning lesson plan format, class-by-class monitoring, and by giving clear expectations for active student engagement

TCIS is recommended to measure the effect of professional development and provide opportunities for coaching and mentoring. Over the recent years, TCIS has made a strategic shift from an individual to a whole-school approach regarding PD. Regular teacher evaluations conducted by the principals have led to more student engagement in the classrooms and more common knowledge of the SLOs by the students.

A5. School Improvement Process

The planning process at TCIS is broad-based and collaborative, through regular weekly meetings and annual perception surveys of the stakeholders.

The school makes use of the analysis of student achievement data about the critical learner needs, schoolwide learner outcomes, and academic standards through an ongoing improvement of the unit plans, principal walkthroughs and evaluations, and regular review of the student assessment data.

Based on the findings of the report and the visit, TCIS is somewhat effective in system alignment in areas such as professional goals, teacher evaluation, and strategic planning for ongoing school improvement.

TCIS is effective in resource allocation (time, fiscal, personnel, and material) to support implementing the schoolwide action plan. Principals effectively communicate through weekly memos with the staff. This way, meetings can be used for activities with direct effect on the student's learning. The Covid pandemic has had a massive impact on resource allocation since 2020. The leadership team had to reassess and prioritize the resource allocation plans due to budget issues.

A6. Resources

TCIS strategically invests in learning materials, resources, teacher salaries and benefits, facility upgrades, and safety to support student learning based on the input of various stakeholders, especially teachers. The school conducts quality business and accounting practices based on its annual budget and audit.

Facilities include a cafe, canteen, and a medical room with two nurses. The canteen committee, including the business manager, parents, and the canteen manager, checks the safety, hygiene, and quality of the food service. There is an Emergency Protocols Manual in place to monitor the safety of the students. Kindergarten and Elementary classrooms are equipped with air purifiers and the quality of air is tracked daily to limit outdoor activities if needed because of the high AQI in Bangkok. Additionally, there are schedules for cleaning and changing air and water filters.

Child protection and safety is an ongoing process. The school has procedures in place, such as badges for employees and parents. Visitors are escorted on campus, closed campus hours from 8:30-14:30, improved parking lot, AQI monitoring, and improved maintenance schedule.

Software can be required through IT or directly by the teachers. Chromebooks are provided for 5th and 6th graders, but students in higher grades need to have their own Chromebooks or MacBooks. Students are encouraged to purchase MacBooks, although the only rationale for this provided by teachers was the long battery life of these devices. Classrooms are equipped with laptops or desktops, projectors, smartboards, and other technologies. During online learning, headsets and microphones, online subscriptions, and other resources were being purchased to support students' online learning experience, in addition to the school's language programs, there has been a significant investment in a robust art and music program. High school students are

offered to participate in online courses offered by the University of Nebraska.

A7.   Resource Planning
The governing authority and the school have a current four-year resource plan in place and a long-range (five-year) strategic resource plan is in progress to develop. Based on the findings of the report and the discussions with the leadership team, TCIS has a procedure of ongoing evaluation of this plan.

TCIS uses different ways, such as stakeholder feedback and analysis of academic data, to make sure that the resource plan is based on research and information and it supports the school's mission, vision, and SLOs. The main source of information are the teachers.

Various stakeholders such as parents, students, and faculty are involved in the future planning through various clubs, associations, and surveys.

TCIS annually reports to the necessary Thai government offices and it is audited by a third party. The leadership communicates with the public (parents) about the financial needs of the school through the PA.

The marketing and admission department has been recently expanded by a new member and it employs different strategies, such as social media, billboards, word of mouth, and open-house campaigns to support implementing the school's developmental program

CATEGORY A: ORGANIZATION FOR STUDENT LEARNING

Areas of Strength for Organization for Student Learning (if any):
1. School Purpose is clear and reflects the school's belief and philosophy.
2. The governing authority policies are consistent with the school's mission and vision and support the achievement of the SLOs.
3. Student achievement and the SLO accomplishments are recognized and promoted.
4. There is a strong effort to improve the school and become more student-centered.
5. Investment in facilities is evident and stakeholder voices are considered.

Key Issues for Organization for Student Learning (if any):
1. The school leadership needs to communicate procedures and policies to the staff clearly.
2. Internal communication needs improvement between divisions.
3. Proper implementation and follow-up training are necessary for the new child protection policy.
4. The leadership needs to take further safety measures regarding facilities.
5. The leadership should implement a standards-based 2-year teacher mentor program for new teachers.
6. A multi-year, school-wide professional development plan should be developed based on the analysis of student achievement and teachers' perceptions.
7. All Western high school teachers need to be certified and qualified to teach the subject area(s) and grade-levels assigned.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- TCIS website (www.tcis.ac.th)
- Sample MS Newsletter
- TCIS Learner Profile presentation
- Student Achievement Report and other School Board Reports
- Highlight Reel: PK2-G12 SLOs and Standards
- Parent Newsletter
- Assembly dates with SLO focus (Student of the Month)
- HS e-Learning Plan
- Parent-Student Handbook
- Monday Meetings
- ES Data Report (Assessment Tracking)
- Global Issues Class Explores Indigenous Karen tribal life
- Faculty Handbook
- Summary of eLearning

CATEGORY B. CURRICULUM, INSTRUCTION, AND ASSESSMENT

B1.   What Students Learn

TCIS is effective. TCIS does not offer a "suitcase" or "one-size fits all" curriculum. The curriculum selections are supported by research-based best practices from John Hattie, Jo Boaler, Lucy Calkins, Common Core Standards, and NGSS Standards. In elementary school, there is a balanced literacy approach which includes guided reading, Jolly Phonics, Writer's Workshop, Reader's Workshop, Words Their Way, Reading A-Z and Raz-Kids. Within each of these there are opportunities for students to select materials or genres that meet their interests as well as a learning level that is within their zone of proximal development. Classroom observations and walkthroughs indicate that students are engaged in their learning and working at a level that is appropriate.

In math, they use Go Math to provide a year-at-a-glance look at the grade level standards. This is a resource that our teachers can use as needed. In addition to Go Math, teachers use daily Number Talks to build conceptual understandings in math. Teachers use technology, manipulatives, and stations to address the many ways in which students learn math. Some examples of technological resources include IXL, Khan Academy, Prodigy, and Quizizz. Students in ES also love STEAM learning. Walking through classes, the students' focus and engagement is evident as they work collaboratively on a problem that has piqued their curiosity. In addition, ES uses Mystery Science's inquiry-based science investigations that are aligned with NGSS.

In early middle school (grades 5-6), students transition with a similar learning model to elementary that builds on previous strategies, like Math Talks or Number Talks, and continuing hands-on learning as much as possible. The utilization of PBL or teacher created projects and activities, Socratic Seminars, technology, and opportunities in the classroom for learning independence, working collaboratively, critical thinking and problem solving, all become more relevant and important. As students transition to grades 7-8, they are more prepared for working in groups and being accountable for their own learning. The application of concepts through PBL projects, use of 3D technology to further develop and inspire critical thinking skills, and real-world

application of math algorithms are the key focal points in upper middle school math. In high school, teachers use PBL, Socratic Seminars, research projects, direct instruction, technology integration and other pedagogical strategies.

Teachers are responsible for revisiting curriculum on an annual basis. Curricula are reviewed by department heads and maintained by the curriculum coordinator. The curriculum includes unit plans that show monthly and quarterly units. The documents also include a course overview, course content and student deliverables. Teachers revise curricula based on annual professional development and schoolwide goals. This also includes assessing the integration of SLOs. COVID-19 Impact: Professional Development to enhance/develop our curriculum has been dramatically impacted by COVID-19. For the 201920 SY, PD days had to be canceled due to schedule changes caused by closures and lockdowns. For the 2020-21 SY, TCIS has emphasized individual/personal professional development due to the virtual nature of courses. The administrative leadership team has been working on PD plans for the 2021-22 SY, but much remains unknown due to the ongoing lockdowns and insecurity regarding governmental guidelines and continued changes, as necessitated by the ongoing pandemic.

TCIS follows the American Common Core Standards (CCSS and Next Generation Science Standards (NGSS). The school effectively provides a comprehensive and sequential written curriculum that is articulated within and across grade levels. This is reflected in materials and resources selections as well as our unit plans. Annual curriculum reviews with principals and language departments have been added to ensure continuity across grade levels.
Examples of these programs include:
- Socratic Seminar in MS/HS. Socratic Seminars develop higher level thinking and rationalizing processes. They are used to verbally check and monitor students' growth, by utilizing speaking and listening skills, and creating a class community of supportive learners.
- Project-Based learning, to integrate academic skills with core academics and engage students as well as creating student ownership of the learning process and outcomes.
- Reader's and Writer's Workshop, to help ES & MS students develop early fluency in reading. These programs were extended to MS as well and are designed to support students at their individual level, by utilizing students' voices and choices.
- Online reading programs (Raz-Kids in ES and Accelerated Reader in MS) to support literacy skills for the different levels of students' language abilities.

Teachers use a mix of formative and summative assessments, and rubrics are often used to guide instruction and grading. Rubrics are verified against the standards to ensure alignment. Thai and Chinese courses align to the national curricula for Thailand and Taiwan. These curricula are required and aligned to the needs of these countries. Curriculum alignment is a critical pathway forward for TCIS. Math through Middle School is aligned using Go Math. English in Elementary and Middle Schools include Reader's and Writer's Workshop models (Lucy Calkins). High school English courses include units from Engage NY. AP Courses are aligned to the College Board. In the future, TCIS will continue aligning curriculum to verify a continuum of learning from PK-12. Math curriculum has been reviewed and aligned across the divisions. Teachers use MAP and WIDA data to ensure standards taught align to testing data for their appropriate grades.

Principals observe teachers to verify teachers teach to the standards provided. The Curriculum Coordinator conducts periodic observations for the same purpose. TCIS had planned to implement a new curriculum map format this year, but due to the lockdowns the school was

unable to take on the change while simultaneously dealing with lockdowns and social distancing rules. TCIS will be purchasing Atlas Rubicon for the 2021-22 SY. This will allow the streamlining of curriculum alignment, management of standards, maintenance of lesson plans, and measurement of standards assessed. Our path forward is that all teachers will house curriculum maps and lesson plans on Atlas Rubicon.

COVID-19 Impact: While COVID-19 has not directly impacted the curriculum of TCIS, bringing on new teachers and working with them individually has been more challenging. New teachers were provided summer curriculum sessions (videos available on request) to review curriculum for TCIS and how to implement it. It can be challenging to effectively teach our required curriculum in an e-learning format and adapt to finding new, or additional, ways to reach and challenge students. By utilizing the Readers' and Writers' Workshop model, TCIS was able to effectively instruct students in the reading and writing process by utilizing the MiniLesson format and flipped lessons. This enabled students to continue their studies independently, with support being provided with teacher check ins, class meetings, and activity feedback.

Elementary School uses Go Math from Grades 1-4. This includes online resources. IXL provides activities and skills development up through Middle School. Advanced Placement courses have online units, and AP teachers use these units to support/align their teaching. TCIS teachers are highly effective at integrating global concepts, perspectives, and issues. In all grade levels and across disciplines, there is integration of global concepts, perspectives, and issues.

In Elementary School they…
- Have class jobs to integrate classroom culture
- Provide many opportunities to turn and talk and to share out with the class
- Include partner activities and group projects to allow collaboration
- Have morning meetings
- Integrate Number Talks with Go Math
- Incorporate language into all subjects
- ES Principal strongly emphasizes SLOs, teaching students about their importance and giving awards to students who demonstrate SLOs during the month.

In Middle School they…
- Have warm-up problems and opportunities for students to explain their thinking
- Integrate math talk
- Incorporate group and partner activities to build collaboration skills.
- Provide opportunities in projects for students to build and improve on their SLO's.
- Use technology to explore real-world events and issues affecting communities globally
- Learn to write essays that build convincing, nuanced arguments, balancing evidence, and analysis to persuade readers to shift their beliefs or take action
- Participate in weekly Socratic Seminars for students to practice their critical thinking skills, listening skills, and speaking skills.
- Write news articles about meaningful topics, creating vivid narratives and elaborating perspective.

In High School they…

- Create projects that look at real-world issues (analyzing marketing strategies of businesses) and problems (environmental challenges), and students work collaboratively to research, identify, evaluate, and present recommendations and findings
- Have students use Newsela to develop an appreciation of global issues
- Have a Global Issues class that is aimed at introducing students to the events, trends, and problems facing citizens and leaders in an increasingly interdependent world, and ultimately building advocacy and responses to these issues
- Prepared a Film Festival for all HS students in Global Issues class with film excerpts on topics like pollution, women's rights in developing countries, and global warming as examples.
- Do community service trips that expose students to global issues like poverty, healthcare, pollution, and education. HS students are required to complete 40 hours of community service.

Thai standards require the development of an understanding of Thailand, its customs, and its culture. Cultural events such as Wai Kru and Loy Krathong are celebrated by all students and faculty in the school. Taiwanese/Chinese standards include the teaching of traditional Chinese culture. As well, TCIS teaches AP Chinese Language and Culture, a course that includes a global understanding of China and its culture. Cultural events such as Double Ten Day and Chinese New Year are celebrated by all students and faculty at TCIS.

Taiwanese Curriculum Core Competency: "Cultural learning and international understanding, which involves appreciating and respecting different groups and cultures, understanding the history and culture of one's own country as well as others', recognizing the trend of the globalization in which countries all over the world are integrated into a global village, and developing a global perspective with mutual interdependence, trust and cooperation." COVID-19 Impact: This area does not change much, except that the content is delivered online. Overall, TCIS is effective at aligning the actual concepts and skills taught, the academic standards and the schoolwide learner outcomes (SLOs). The schoolwide learner outcomes are incorporated into many of the lessons that are taught.

This is the first year the SLOs are being explicitly taught and recognized in the MS. In the past it was more implicit. Also, common boards in MS/HS have the SLOs and lesson objectives posted daily. In HS, SLOs are more implicitly embedded at this time. There is an opportunity for a more explicit focus.

In Elementary School, they...
- Incorporate the SLOs into our Year Long Curriculum Maps
- Incorporate the SLOs into our everyday lessons

In MS, they…..
- Teachers work to incorporate the SLO's into their Curriculum Maps and daily lessons
- Vertically Aligned Math Standards

In HS, they...
- Students are regularly required to work together in pairs or small groups on either in-class period assignments or assignments that require collaboration outside the classroom. This fosters collaborative workers. This is one example of the more implicit nature of SLOs in HS.

COVID-19 Impact: Virtual education makes it more difficult to incorporate several of the SLOs, as it makes collaborative work more challenging, though not impossible. TCIS is highly effective in this area. Based on observation, students are very aware of their own learning and the purpose of the work connected to a standards-based curriculum and the schoolwide learner outcomes.

In ES…
- Learning objectives are posted
- When asked, students can state the learning objectives
- Students are shown and discuss rubrics before a new unit
- Behavior expectations are set in assemblies

In MS…
- Daily learning objectives are posted
- Students are given the opportunity and encouragement to self-assess their work and self-advocate.
- Rubrics allow for a clear understanding of assignment expectations.
- Observations and assessments of students allow teachers to encourage engagement, and work with students on meeting expectations and learner outcomes.
- Feedback from administration allows teachers to adapt to meet the learning needs of their students.

In HS…
- Teachers post learning objectives and topics either on whiteboards or on-screen presentations to make students aware of what they are learning
- In-class instruction allows for the teacher to help students make connections about what they are learning and its relevance. For example, both Macro and Microeconomics allow for sharing of examples from the news that illustrate examples of actual concepts being learned (e.g., changes in unemployment, G.D.P., inflation).

COVID-19 Impact: Very little impact overall, though logistically teachers lose the use of the whiteboard in the physical sense and must be more direct in using virtual sources.

TCIS is largely effective at implementing an accessible, rigorous, relevant, coherent and a globally focused curriculum. The great majority of our students are English Language Learners. To make the curriculum accessible to all our students, we use a variety of differentiation strategies. In addition, some of the TCIS teachers are ESL certified or have been trained to support ESL students. Report cards are issued quarterly, and progress reports mark mid-quarter. All parents are given access to view score reports using the ParentPlus application (of PlusPortals). Progress reports and report cards are sent to parents. Students who are struggling are identified on the DFI report. Teachers with students on the DFI report are obligated to contact the families and communicate issues. For the 2021-22 SY, TCIS is starting up an ELL department, which will provide push-in and pull-out support for ELL students in all three divisions.

Examples of scaffolds include:
ES…
- Word walls
- Sentence frames
- Posted learning objectives
- Graphic organizers

- The ELL program for next year will be segmented by elementary school, middle school, and high school. The elementary school will focus on only a pull-out model where students are leaving to be receiving small group guided reading intervention.
- Strategy groups to support language

In MS…

- Teachers use Word Walls and Sentence Frames
- Accessibility to notes online or digital anchors
- Teachers adapt to the needs of students by modifying assignments or accommodated activities
- Peer support
- The ELL program for next year will be segmented by elementary school, middle school, and high school. In middle school and high school, Tier 1 students will be receiving an English supplemental class where they will develop their English proficiency. Once they've achieved level 2, they will be utilizing a pull-out model similar to the elementary school.
- Double English for new or low students. EAL teacher works 1:1 with students - pull-out class
- MS teachers work in teams (grades 5&6 and 7&8) with common planning time so they can discuss student needs.
- A breadth of offerings so students can explore different areas of learning and find a niche where they can be successful

In HS…

- Word walls
- Sentence stems
- Graphic Organizers
- Khan Academy to support learners at all levels
- Differentiation of class offerings -- A.P. v. non-A.P.
- Scaffolding
- Pre-loading vocabulary
- The ELL program for next year will be segmented by elementary school, middle school, and high school. In middle school and high school, Tier 1 students will be receiving an English supplemental class where they will develop their English proficiency. Once they've achieved level 2, they will be utilizing a pull-out model like the elementary school.
- Differentiated classes for native and non-native Thai and Chinese speakers
- Making curriculum accessible to new and lowest EAL students this is a challenge
- Piloting co-teaching, EIP, double English in grade 9 (all Freshman do this, except AP seminar students)
- Changed graduation requirements from 4-5 English credits.

Student success is measured in MAP, WIDA, PSAT, and SAT results. Data drives the use of tools and devices to assist students. COVID-19 Impact: Administering standardized testing has increased in difficulty with the pandemic. MAP tests are being administered, but it takes additional time. SATs may be canceled if lockdown procedures continue. The additional workload causes a drain on the time for administrative personnel, who have had to devise new processes to administer these exams.

TCIS is effective at identifying and defining performance indicators to order to monitor acceptable students' progress, making use of a variety of assessments to determine student

progress including, but not limited to, MAP scores, DRA scores, writing prompts, PSAT scores, AP scores. We are also an official test center for the SAT, Thai language proficiency and Chinese language proficiency test.

In ES…
- MAP scores are used in grades 1-4
- Each student is given a reading performance evaluation called a DRA
- Classroom assessments that vary grade to grade
- Lucy Calkins Reader's & Writer's Workshop Pre and Post on Demands for essays, narrative writing, and so on. etc).
- Go Math! Assessments
- Formative Assessments (Teacher observation, Exit Slips, ThinkPair-Share, Class Discussion, Kahoot!, Quizlet)
- Summative Assessments (Chapter Test, Unit Test, PBL projects)
- Data tracking sheet

In MS…
- MAP scores are used as the big performance indicators in grades 5-7
- PSAT is used in grade 8 as the big performance indicator
- Classroom assessments
- Formative Assessments (Teacher observation, Entry/Exit Slips, Think-Pair-Share, Class Discussion, Kahoot!, Quizlet, Quizizz, Khan Academy, Prodigy)
- Summative Assessments (Chapter Test, Unit Test, PBL projects, Labs)

In HS...
- Students have a scheduled midterm and finals period to measure performance.
- Teachers use formative assessments (Kahoot!, turn-and-talk, exit tickets)
- Teachers use summative assessments (sub-unit and unit)
- AP scores are performance indicators to monitor acceptable student progress. Related to that, AP Classroom Unit Progress Checks also act to measure student performance on a per unit basis.
- Data tracking sheet

COVID-19 Impact: Some standardized testing (MAP & WIDA) are more challenging in a virtual environment, and it has taken TCIS a lot of effort to administer these tests remotely. AP Exams were virtual last year and may be again this year. Many processes have had to be reinvented to work in the virtual environment, and the multiple changes between virtual and in-person have caused a lot of re-work.

TCIS is somewhat effective at integration among disciplines. In Elementary School and Middle School, there is integration among disciplines, especially in relation to PBL projects. In High School, integration is limited, and this is an area for growth. GoMath is an example of integration of outsourced curriculum into the program. The planned implementation of a curriculum management system will help the integration and cross-curricular work.

In ES…
- Cross curricular PBL projects
- Number Talks
- ECE Chinese/English immersion model

- G3/G4 "Core" teaching model (one math and science homeroom and one language arts teacher)

In MS…
- Cross-curricular PBL projects
- 1:1 School-owned Chromebook for students grade 5 and 6
- Team teaching across grades/disciplines
- NGSS Standards across MS Science classes

In HS…
- This is an opportunity for improvement
- Integration is limited among disciplines. The HOWL, a student magazine, is one example of integration in the HS. Another is the Global Issues class.

COVID-19 Impact: Larger, expansive, cross-curricular projects, like the Middle School PBL project, are not viable in the online environment, though they may be re-considered in the coming months if lockdowns are extended.

Overall, the effectiveness of the school's curriculum review and evaluation processes is somewhat successful because curriculum maps are reviewed each year, but curriculum materials are not reviewed by a curricular review committee. Credit requirements and policies are detailed in the divisional course catalogs. Grading and homework policies are spelled out in the Parent-Student Handbook.

In the 2020-21 SY, TCIS Implemented a Curriculum Review Process. While still in its early stages, the curriculum review will help ensure courses and subjects align vertically and horizontally. The planned implementation of a curriculum tracking system will also help manage this process. Each year, teachers write and review their curriculum maps and share them with their administrators. Currently, the math department for grades 5-12 is vertically aligning the curriculum. Curriculum review is an area of growth for TCIS. We do not currently have curricular review committees. We are in the process of creating them to assess curricular gaps and to modify the curriculum to ensure that specific student needs are being met.

In ES…
- Curriculum maps are reviewed and updated by the teachers each year.
- We use a balanced literacy approach including Readers' Workshop, Writers' Workshop, Raz-Kids/Reading A-Z, Guided Reading, Strategy groups, conferencing, and Read Alouds.
- In Math, we use the Go Math textbook, Math Talks, and IXL.
- We follow NGSS for Science and use Science AZ. This year teachers piloted Mystery Science.
- The curriculum has been consistent over the years as it is research-based, engages students at different levels and is a way to transition from a "suitcase" curriculum approach.
- TCIS is a WIDA-school for ES, used to more effectively support EAL students.
- Overall, the effectiveness of the school's curriculum review and evaluation processes is somewhat successful because curriculum maps are reviewed each year, but curriculum materials are not reviewed by a curricular review committee.

Credit requirements and policies are detailed in the divisional course catalogs. Grading and homework policies are spelled out in the Parent-Student Handbook. In the 2020-21 SY, TCIS Implemented a Curriculum Review Process. While still in its early stages, the curriculum review

will help ensure courses and subjects align vertically and horizontally. The planned implementation of a curriculum tracking system will also help manage this process.

Each year, teachers write and review their curriculum maps and share them with their administrators. Currently, the math department for grades 5-12 is vertically aligning the curriculum. Curriculum review is an area of growth for TCIS. We do not currently have curricular review committees. We are in the process of creating them to assess curricular gaps and to modify the curriculum to ensure that specific student needs are being met.

In ES…
- Curriculum maps are reviewed and updated by the teachers each year.
- We use a balanced literacy approach including Readers' Workshop, Writers' Workshop, Raz-Kids/Reading A-Z, Guided Reading, Strategy groups, conferencing, and Read Alouds.
- In Math, we use the Go Math textbook, Math Talks, and IXL.
- We follow NGSS for Science and use Science AZ. This year teachers piloted Mystery Science.
- The curriculum has been consistent over the years as it is research-based, engages students at different levels and is a way to transition from a "suitcase" curriculum approach.
- TCIS is a WIDA-school for ES and is used to more effectively support EAL students.

In MS…
- Programs purchased and used by the school are evaluated each year to determine whether they are effective resources for our current curriculum and are being used effectively
- Reviews of the curriculum are often discussed, i.e., should the school adopt a new curriculum or not?
- Training was provided to teachers regarding the use of enrichment/remediation programs
- In the 2019-20 SY, teachers were given a Needs Assessment Survey by the Math Coach to determine how best to support the learning environment
- Training was provided to teachers regarding NWEA RIT scores to better inform instruction
- Vertical alignment of K-8 Math standards is in process

In HS…
- A review of the three most recent graduating classes' intended majors (many intended business and economics majors) led to addition of an Introduction to Business class and the return of AP Macroeconomics.
- AP Calculus BC was added because of Math Pathways and improved performance of students in Pre-Calculus.
- Approximately 12 AP classes are offered to support a challenging curriculum.
- Course catalog is reviewed by Student Services and HS Administration on an annual basis
- Students have specific unit requirements across disciplines to ensure coherence.

COVID-19 Impact: No direct impact from the pandemic, but efforts spent on addressing pandemic issues detract from efforts in these other efforts. At TCIS, the collaborative strategies used to examine curriculum design and student work are somewhat effective because curriculum maps are updated yearly and there is informal collaboration, but there is no formal curriculum committee. There is confidence in our curriculum, so it is not regularly reviewed. Further, limited concerns

about curriculum have been shared through the annual Stop/Start/Continue Process or because of school assessments.

ES…
- Weekly grade level meetings with principal
- Common planning time daily
- Regular divisional meetings

MS...
- Bi-monthly team meetings to discuss curriculum and students
- Grade level meetings
- Common planning time
- Vertical alignment of K-8 Math standards in process

HS…
- In previous years, HODs and the Curriculum Coordinator would meet and discuss curriculum items, among other things. Currently, there is no HOD structure.
- Collaboration is an opportunity for growth in high school

COVID-19 Impact: Teachers have had to focus on content delivery much more this year, leaving less time for collaboration and other important aspects of education. The effectiveness of the process through which key stakeholders assess the curriculum is moderately successful because there are several processes to share curriculum with the parents, teachers, students, and board members, but there is no formal review process.

The TCIS curriculum is on the curriculum website, which is accessible through the school website.
- The teachers can talk to the FA members who can bring any concerns to administrators.
- The teachers can talk to the HODs, who can talk to administrators.
- The administrators present to the Board.
- The curriculum coordinator goes to Parent Association meetings to discuss curriculum changes.
- At Open Houses, curriculum is shared with parents.

In ES…
- Teachers provide monthly newsletters to parents.
- Teachers provide weekly picture updates and "I Can" statements to parents via Seesaw or Google Classroom.
- Teachers share syllabi, curriculum, and resources through Google Sites.
- Teacher communication is open with parents and the opportunity to meet for conferences is available. Teacher Assistants are available to translate with parents when necessary.

In MS…
- PSAT reports validate the rigor or our education, reporting student scores compared to national measures.
- MAP Results also validate rigor
- Teachers provide monthly newsletters to parents
- The MS principal sends a monthly parent newsletter
- Teachers share syllabi, curriculum, and resources through Google Sites

- Teacher communication is open with parents and the opportunity to meet for conferences is available

In HS…
- Information related to graduates intended majors was shared with the head of schools; principals of elementary, middle, and high school; and curriculum coordinator and student services for use in evaluating course offerings.
- Class offerings are reviewed annually.
- Advanced placement courses ensure rigorous courses are offered to students. Scores from AP Exams show that our students are meeting the rigors of AP, and thereby our rigor is verified by their performance. TCIS will generally meet or exceed AP scores nationally and internationally.
- TOCFL Exam results are used to measure the success of Chinese teaching

COVID-19 Impact: TCIS had planned to implement a new curriculum map process, which would have more closely monitored rigor, matching standards, and differentiation. Due to the lockdowns that began the year, we were unable to implement the process this year. The planned implementation of Atlas Rubicon next year will do the same.

TCIS is somewhat effective in determining the effectiveness of the school's policy for outsourced curriculum. TCIS conducted a thorough analysis of Go Math, and alignment of all Mathematics from K-8. This analysis ensured the outsourced curriculum of Go Math met the needs of our students and aligned to the results needed.

In this area, TCIS is somewhat effective. We are in the process of building stronger relationships with local colleges and universities

We invite colleges to visit TCIS, and we have college fairs and individual presentations from schools. In the future we are looking at a dual enrollment program (as is done in the US). Students can earn college credits in senior year (AP is great for students going to the US, but this would be for students who want to stay in Thailand). This is being piloted with two students who are taking classes online. In this case, TCIS does not offer the courses they wanted to take. Online offerings are used with our highest and lowest students. Credit Recovery through Keystone and UoN.

Credit Recovery is in Summer Grade 9-11. Extreme cases can do Credit Recovery during the year to meet grad requirements (g12). If demand increases for online programs, they will need a more scalable model, and not just "one-offs." These are sponsored by credentialed classroom teachers. TCIS maintains a close relationship with alumni, who are often seen around the campus.

COVID-19 Impact: It has been difficult to bring new teachers in during the time of COVID-19, so using online universities will help fill the void of teachers we weren't able to recruit and hire.

B2.   How Students Learn

Overall, TCIS is effective at ensuring teachers are current in the instructional content taught and research-based instructional methodology. TCIS provides professional development multiple times a year on various content areas, including, but not limited to, Reader's workshop, Writer's workshop, available apps, Google applications, Socratic Seminars, Advanced Placement (AP) courses, and PBL. AP Teachers: It has always been important for AP teachers, especially any teaching new content, to have mentor teachers to support specific content areas.

For All Grade Level Teachers…

TCIS used to maintain 2-3 days of PD throughout the year. In the 201920 SY, these had to be canceled due to days lost during the lockdowns. Teacher professional development is both on-campus with outside experts as well as off-site through PD provided by other third-party providers. As part of the schoolwide culture of TCIS, teachers are required to be fully competent on the Google Suite and obtaining the Google Educator certification is highly encouraged. The school endeavors to keep the faculty abreast of the latest teaching research and best practices with multiple professional development opportunities being offered throughout the school year. With experts, both on and off campus experts being brought into better train faculty on school wide instructional goals. Professional Development is followed by principal observations that verify the new skills are being implemented. For example, after the Middle School/High School two-day PD session for Socratic Seminars, the principals required the teachers to teach a Socratic Seminar session.

COVID-19 Impact: COVID has impacted access to necessary professional development. TCIS is not able to bring outside experts onto campus, nor are they able to set up professional development in hotels. Some teachers have participated in online professional development, especially regarding literacy, but it has not been made available to all staff due to limited funds. In-person PD is immensely challenging with travel restrictions and quarantine rules.

At the time of this writing, TCIS is again under lockdown restrictions. All teachers are required to submit lesson plans. Lesson plan documents were required to include Zoom/Google Hangouts Meet links as well as any other links necessary. Principals have been observing lessons daily and ensuring the proper use of technology and teaching approaches. Principals ensure teachers are posting assignments in Google Classroom and Seesaw, are sharing links appropriately, are using online tools, etc. Overall, the planning processes used at TCIS are somewhat effective. Teachers are continuously collaborating to create appropriate unit plans and adapt and change lesson plans as needed. An area of growth would be the use of formative assessment results in the planning process by all school faculty.

The Elementary School utilizes a multitude of formative assessments to guide instruction. By adopting the Writing Units of Study, teachers are expected to perform a Pre-On demand, to assess the students' skills when writing a specific genre. This Pre-On Demand is then graded using a rubric that assists teachers in adapting and changing their teaching bends and mini lessons. At the end of the unit the students are given a Post On Demand where they are asked to write a story using everything that they have learned about the given genre. The results of the Post On Demand are then compared to their Pre On Demand scores to assess the units teaching successes and areas for growth moving forward. Teachers in the Elementary school have also adopted the Reading Units of Study. Which focuses on meeting students' needs on their level. Teachers will begin the year by conducting a Diagnostic Reading Assessment (DRA4). This data is then used to create guided reading groups (levels 1-18) for support with decoding and developing foundational reading skills, or strategy groups that support the development of deeper comprehension skills in a variety of texts. The DRA-4 is conducted again at the middle of the year to reassess how the students' progress and to determine new reading instructional goals. Finally, the DRA-4 is

conducted at the end of the year to again reassess student progress in the second half of the year and gather data regarding overall growth during the school year.

In ES…
- DRA results are used to group students into strategy reading groups
- Teachers work in grade level teams to plan engaging and rigorous units

In MS…
- Formative assessment results help teachers plan - Entry/Exit Tickets, Quick Assessments, Q&A's, Turn & Talks etc.
- Teachers are continuously adapting and changing lesson plans to meet student needs and incorporate student learner outcomes as best as possible.

In HS…
- Teachers use bellringers, exit tickets, and other tools.
- Plickers quizzes are fast and useful as formative assessments

The purchase of Atlas Rubicon, to begin 2021-22 SY will greatly assist the planning process. Principals will have an effective tool to manage/review/recommend curriculum techniques and approaches. Reporting in Atlas will verify the work of teachers. Lesson plans will allow principals and administrators to monitor teacher work, planning, alignment to standards, and rigor.

COVID-19 Impact: COVID has not had a significant impact on the ability to plan. While it has made collaboration between grade level teams more difficult, teachers are still able to successfully plan engaging lessons and collect data from assessments. It did, though, prevent the rollout of a new curriculum map format, planned for the 2020-21 SY. Atlas Rubicon will be the tool moving forward; updated curriculum maps were planned as a "bridge" to Atlas.

TCIS is somewhat effective when it comes to how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching. AT TCIS, divisional meetings and common planning are times when student work and learning outcomes are reviewed and next steps planned. In the Elementary School, at the year-end review meeting, the MAP data, as well as observations by teachers led to the implementation of Number Talks. It was observed that while students could easily apply their skills with route calculations, their conceptual understanding, application skills, critical thinking and communication skills needed more support. To address these needs, a teacher-led PD on Number Talks was given. Number Talks provide students the chance to discuss their mathematical thinking process, expand their knowledge of mental math strategies, as well as developing their use of mathematical academic vocabulary. (to develop these skills a G1 teacher had been piloting Number Talks in her class based on research and learning from her master's program.)

Through this same process, teachers shared their concerns around being able to support beginning English Language Learners. This led to the EAL team leading PD sessions in 2018-19 around the focused strategies of vocabulary development, sentence frames, and graphic organizers. Number Talks and the integration of the EAL strategies all support the school's mission for

trilingual communication. Qualitatively, teacher reports and principal observations demonstrate the efficacy of these strategies.

The purchase of Atlas Rubicon for the 2021-22 SY will provide a tool to enhance collaboration between administration and teachers, as well as between teachers. Having a tool that allows easy sharing of lesson plans and curriculum maps will allow for a more effective management of curriculum. Atlas allows for a clearer alignment (vertically and horizontally). Principals, administrators, and peers can attach comments and recommendations. Combination units can be planned by sharing a unit.

COVID-19 Impact: The ongoing lockdowns have separated teachers and administrators. During periods of lockdown, it's much more difficult for teachers to work together and collaborate.

TCIS is highly effective at using ongoing professional development to enhance the curriculum and improve learning and teaching. TCIS primarily uses focused PD during concentrated summer sessions, with periodic updates throughout the year. For Summer 2019, the school sponsored two days of PD, with the focus being Reader's & Writer's Workshop (Elementary and Lower Middle Schools) and Socratic Seminars (Upper Middle and High Schools). These two-day, 16-hour sessions provided teachers with approaches to use in the 2019-20 school year. Principals required the adoption of these approaches in lessons, and they have been added to our curriculum maps. The use of this concentrated method ensures all teachers receive more than a quick "how to" and learn new strategies which they can apply immediately.

Curriculum has been enhanced by the introduction of the AP Capstone program. This has added a new level of rigor for the high school, as students are challenged to write, present, and read at the college level. It also offers more language-based courses to the high school curriculum. Principals validate the use of tools learned during observations. For example, following the Socratic Seminar PD in July of 2019, principals verified Socratic Seminar units during observations. This ensured teachers use the new skills and techniques developed, which allows for adjustments where needed.

COVID-19 Impact: Due to travel restrictions and days lost to lockdowns, TCIS was not able to bring in 3rd party trainers for professional development. PD has shifted to individual courses, which means fewer individuals will receive PD. For the 2021-22 SY, we are investigating remote courses, as it is unclear whether travel restrictions will remain in place.

TCIS is effective in this area. Based on observation and student work, it is apparent that students are actively engaged in learning and will achieve the academic standards and the schoolwide learner outcomes. TCIS students demonstrate critical thinking, problem solving,

knowledge, application, and the development of a wide range of technological skills and global competencies.

ES…
- From observation, it seems students are engaged in learning
- They actively participate in classroom discussions
- They know the learning objectives

In MS…
- Lessons are engaging and teachers are constantly adapting plans to incorporate student learner outcomes.
- In Grades 5/6 Math, for example, students are given an Entry Ticket or rigorous math warm-up each day and have opportunities to discuss and share their understanding, thinking, and solutions. Lessons and projects are meant to get the students to apply the skills they are learning, rather than just practice them.
- Reflection questions
- In Grades 7/8 Math, students use a game-based, leveled site program for enrichment and remediation. Diagnostic tools from this program help to assist the teacher in identifying areas of strengths and weaknesses. Lessons may be assigned in the program to provide additional practice of the skill
- Daily lessons focus on course CCS and the objectives which provide a framework for the standard. Students demonstrate understanding and competency of CCSS through PBL projects, group activities, and practice activities.

In HS...
- In Business Studies Class, students were studying the creation of products and pricing strategies. In groups, they got to choose a brand and are analyzing the marketing strategies for these brands. The students pictured chose Lactasoy and Red Bull. Areas they are analyzing include:
- Competitive advantage, direct and indirect competitors, tangible and intangible benefits, market segmentation, target market and promotion, and pricing, product, and distribution strategies. They are presenting the information via Google Slides or Google Docs. These tasks align with our SLO's and Mr. Jon and his students are learning valuable real-world applications in school.
- SLOs: Effective communicators Collaborative workers Complex thinkers' Independent life-long learners
- English grade 12 class read and discussed Beowulf for class. The students created posters that depicted the major scenes from the poem. When put together, these posters retell the story of the epic hero and the battles he fought visually. This is based on the famous Bayeux Tapestry that depicts the Norman invasion of England in 1066.
- Students in AP Seminar are writing a 1200-word essay as part of a "Mock" Performance Task, mirroring Performance Task #1 for the College Board. Students are supporting each other by editing and revising peer papers. Once students complete the "Mock" PT, they will begin the official, graded PT#1 for College Board.
- Schools from South East Asia were invited to pair up with local Taiwanese students for the The Contest of Living Technology hosted by the Chung Shan Industrial and Commercial School. Although basic carpentry, circuitry, and coding skills were needed, the emphasis

was on collaboration, global participation, problem-solving, and effective communication. In addition to the training workshop and competition, students were given the opportunity to experience Taiwanese culture and network with students from Taiwan, Vietnam, and Indonesia. TCIS was given the award for report writing in which our students reflected on their experiences and articulated the importance of teamwork and communication on an international scale.

- COVID-19 Impact: Many cultural and global concepts are established and developed during field trips, such as Model United Nations or Thai cultural excursions to museums or events. Those have not occurred in the last year due to lockdowns and travel restrictions. While many museums and cultural events around the world have moved virtual, very few Thai museums and events have been made available virtually. This has limited, somewhat, our ability to build some of these skills and understandings.

All TCIS teachers have had to transition, on multiple occasions, from in-person classes to virtual. The teachers have worked very hard to build their classes virtually, often having to adjust the delivery of content. Many teachers report that having to rethink their teaching has been a good exercise to build their skills and reconsider how/what they teach. TCIS is highly effective at integrating technology within the school. Technology is widely integrated within TCIS and all students develop a very wide range of technological skills.
In ES…

- I-Pads are used in the classroom for various applications (IXL, RAZ Kids, SeeSaw)
- The students have 1 Tech period a week where they learn a variety of skills
- Typing skills
- Google Docs
- Google Slides
- Teachers use YouTube to help demonstrate ideas

In MS…

- Google Suites are utilized as a means of communicating about the learning through Google Classroom, slides, docs, and sheets.
- Students have one-to-one technology for the use of programs such as Khan Academy, NewsELA, Math Games, IXL, Accelerated Reader, Quizzes, Quizlet, GoMath!, Kahoot!
- All students attend Tech class 1 day per week and Introduction to Robotics
- Intro to Coding is available to all students 1 day per week
- 1:1 laptop program
- TCIS is a 'Google' school. Most assignments are done using devices and G-suite applications.
- Digital Portfolios
- 3-D Printer
- Cross curricular PBLs in MS with tech integration

In HS…

- 1:1 laptop program
- Digital Portfolios
- Video projects (Thai classes)
- Dedicated classes that are technology-based:
- Computer Coding o Media Productions o Graphic Design o Introduction to Robotics o Robotics o Robotic II o Robotics III o Robotics IV
- Coding
- Google Classroom usage by all teachers
- Khan Academy usage in multiple subjects
- Khan Academy integration in Advisory for SAT prep
- Use of Google products: Chrome, Translate, Docs, Slides, YouTube, Photos, Sites
- Student use of technology in Rock Band

COVID-19 Impact: Due to lockdowns and travel restrictions, TCIS students haven't been able to access Robotics materials. Technology can be viewed over video sessions, but not touched and manipulated. TCIS is highly effective at helping students to develop critical and creative thinking and problem-solving skills, and to attain knowledge and apply skills. TCIS students regularly produce work that combines academic standards with the SLOs. Here are some examples.

In ES…

- STEAM lessons and activities
- PBL lessons and products
- Writing assignments in Writers' Workshop

In MS…
- In Grade 5/6 Math, for example, students are expected to use critical thinking and problem-solving skills to be successful. Work is created for students to be independent, challenged, and creative.

In HS…
- Critical thinking is a cornerstone of high school. Students are regularly challenged to think in the upper orders of Bloom's Taxonomy. Synthesis essays, for example, are required in AP English Lang & Comp and AP Seminar. Higher order word problems in upper Math and Science challenge students at the highest levels.

COVID-19 Impact: While teachers have had to adjust to providing content and assessments virtually, observations reveal teachers are doing well in maintaining academic standards in their classrooms. While paper-based tests and tools are not available, virtual alternatives have been found.

In the current environment, teachers are working very hard to evaluate work virtually, as opposed to directly in the classroom. Teachers have had to be inventive, and some trial-and-error must occur. Observations reveal, though, that teachers are doing a fantastic job of reviewing student work, leveraging Zoom, Google Classroom, and other tools.

Teachers are highly effective at making the standards/expected performance levels known to the students.

In ES…
- Teachers show students rubrics before each new area of study
- Teachers show and discuss learning objectives before each lesson

In MS….
- Standards and objectives are posted in the classroom
- Teachers regularly review objectives and outcomes with students
- Rubrics are developed to inform students of expected learning outcomes

In HS…
- Standards and objectives are posted in the classroom (whiteboards or projected on screen)
- Development of rubrics and/or detailed assignments with associated points

COVID-19 Impact: Little impact, as standards and expectations can be posted online for students.

Based on interviews and dialogue with students, TCIS teachers are effective at making the expected level of performance known to students.

B3. How Assessment Is Used Criterion — Reporting and Accountability Processes

They have an effective assessment process. Teachers use MAP data as a major summative assessment. Teachers also review assessment results before progress reports and report cards,

noting students who may need extra support. Counselors collect this data from teachers. These means allow us to triangulate data to make decisions about student learning and progress. TCIS has a curriculum coordinator who organizes MAP testing for students in grades 1-7 (some 8th and 9th graders too).

In ES…
- MAP scores
- DRA Test Scores
- Writing Prompts
- On-going formative assessments (exit tickets, writing samples, etc.)
- We have recently started looking at WIDA data on a small scale to possibly implement next year.
- Spelling Assessment
- Children's Chinese Competency Certification (CCCC) for nonnative Chinese speakers between 7-12.

In MS…
- MAP Scores (Grade -7)
- PSAT Scores (Grade 8 and 9 only)

In HS…
- Midterms
- Finals
- AP scores

COVID-19 Impact: The Admin team has had to work very hard on creating processes for online teaching and learning. This "drag" has made analysis of testing data more challenging, though the effort is ongoing. Despite the pandemic, high school is aligning in tracks to align US, Thai, and Taiwanese universities.

TCIS is very effective in how grades, growth, and performance levels are determined. In ES, teachers use a standards-based report, while in MS/HS students receive letter grades. In ES, classroom updates are reported to parents via Google Classroom and SeeSaw. There is a quarterly cycle for reporting grades to parents and students. However, in MS/HS, parents and students may check PlusPortal at any time to see grades.

In ES…
- Teaching begins with standards
- For literacy assessments we use:
- Words Their Way Spelling Inventories o DRAs o Writing Prompts (with rubrics)
- Go Math Assessments
- The combination of these is effective at determining what students can do and their next step in learning.
- Teachers are piloting WIDA tests this year to better gauge English Language levels and instruction supports, as teacher feedback has been that this is an area of concern and frustration.

In MS/HS
- Teachers are required to enter grades twice weekly
- MS: Final grades are determined by a 60/30/10 distribution o 60% major assessments o 30% classwork o 10% homework
- The efficacy and impact are an on-going point of discussion at the MS/HS levels.

COVID-19 Impact: With students scattered remotely, including many students who spent months outside of Thailand, it has been additionally challenging to communicate with students and to follow up. One student, for example, was in PRC China at the beginning of this school year, and he had difficulties attending Zoom sessions due to the national firewalls. These have been issues we've had to solve this year.

Effective: While TCIS does not use state-mandated assessments or high school exit exams, there are many standardized tests which we use to benchmark student performance:

1. TOCFL (for Chinese instruction)
2. Thai Sermpanya Tests (for Thai instruction)
3. MAP Tests
4. AP Exams
5. WIDA
6. PSAT Results

RIT scores in MAP testing, for example, are matched against US national averages. Our students are generally at-or-above US standards and averages for these. Our students tend to match AP exams, and far exceed them in many cases.

COVID-19 Impact: Some testing has been more challenging during the time of this pandemic, such as MAP testing. Extended lockdowns have changed the AP Exams, being virtual last year and, likely, virtual this year. These are issues that must be adjusted to.

TCIS is moderately effective at using assessment to implement modifications in school programs and professional development activities. We use formative assessments and department meetings to modify professional development and resource allocations. We also use MAP data and AP scores to make systemic modifications. When teachers noticed that students had a hard time communicating orally, there was professional development around Socratic seminars.

- When teachers realized students weren't engaged, they tried to provide more engaging classes, such as robotics.
- When students expressed a desire to learn more languages, we added Spanish, Korean, Japanese, and coding (Grades 7-8).
- When teachers realized students only understood how to do math processes, there was professional development around math talks.
- MAP and formative data led us to focus on grammar usage and reading comprehension. This led to SS/RW training - a significant portion of the PD budget
- Now all grades 8, 9, 10 take PSAT - we use the results to inform program assessments. PSAT connects to Khan academy.
- Advisory implementation - social emotional needs, and academics

- Prep for college board
- TCIS adjusted its structure to align US, Thai, and Taiwanese universities more closely. This restructure will help make students more successful in these universities, and more closely align to the programs students will find themselves in. This came from feedback from students who have attended Thai and Taiwanese universities and have found themselves at a slight disadvantage during their first semester.
- The implementation of Atlas Rubicon in the 2021-22 SY will provide more tools for analyzing curriculum: assessment models, standards assessed, alignment vertically and horizontally, etc. This will allow a more direct analysis of courses, subjects, and divisions.

TCIS has not been as effective in this area. One of the (few) positives of being "virtual" is that individual PD offerings, which were normally very expensive, have now moved online for the most part. This saves the costs of travel, including flights and hotels. This allows for many more personal PD sessions per year. It precludes, though, TCIS's standard process of bringing in a trainer who provided PD for the entire staff. Now, fewer people get PD, though more people get individual PD which may suit their needs individually. Overall, TCIS has an effective system to monitor the progress of all students.

In ES…
- The systems used: MAP, DRAs, Calkins Writing Prompts, Go Math Assessments
- All teachers input data into an assessment tracking document

In MS…
- Quarterly Progress Reports and Report Cards
- MAP tests at the BOY and EOY
- Teacher created assessments and projects
- IXL
- Khan Academy
- Prodigy
- Go Math
- PSATs
- AP Exam Results
- A tracking of feedback and concerns are provided to the MS counselor through a Google Spreadsheet so that academic and behavioral concerns can be tracked and followed up on

In HS…
- There is a spreadsheet for tracking students of concern (based on academic performance or factors that impact student achievement); this is accessible by HS teachers and administrators as well as student services
- Progress reports are sent home to parents with students' grades
- Parent-teacher conferences are scheduled twice per year
- There is MAP testing three times a year for ELL HS students
- Analysis and measurement of AP and SAT scores from year-to-year
- 40 hours of community service required for students

The implementation of Atlas Rubicon in the 2021-22 SY will allow the leadership team to analyze assessment structures in the divisions. This data will help the leaders understand how

assessments are administered in the classes, and how they are aligned to the standards. Moving forward, this analysis will be a critical leadership function.

COVID-19 Impact: The pandemic has made it more challenging to track and keep up with some students. At the beginning of the year, we had many students who could not return to Thailand due to quarantine rules. It was additionally challenging to sort through it, though we came up with approaches for supporting these students.

The school's process to inform stakeholders has been effective. Although there are assemblies, articles in the newsletters, and signage on campus, in an interview with the PA president, he indicated that parents do not know what the school's SLO outcomes are. To address this shortfall, a highlight reel was created to share with parents and board members to more explicitly share the integration of SLOs with academic standards. This has also been made more explicit in the school's newsletters, and SLOs have begun to be included in classroom objectives. The leadership team took this as an action item, and developed processes to improve communications with families and other stakeholders.

Principals have increased communications to parents this year. They began the year with weekly newsletters, sharing information, links, etc. Principals have also added Parent Coffee events, sharing information with families directly, such as the curriculum realignment in the high school. Principals have also regularly met with the Parent Association. Though social distancing rules have been a challenge to overcome, TCIS has prioritized parent and family communications. TCIS maintains a Line (messaging) group for parents, and regularly communicates official information. During the pandemic, this Line group proved particularly effective in sharing MOE rules, changes in policy to address COVID-19, and creating a two-way channel of communication.

The TCIS Administrative Team meets regularly with the Board of Directors, sharing news, events, staffing, etc.

COVID-19 Impact: For the first few months of the year, social distancing rules were being firmly enforced by the Ministry of Education. In November and December, those rules were relaxed slightly to allow for gatherings, which facilitated the Parent Coffees. Unfortunately, the social distancing rules were reactivated in January, due to the rising number of cases in Thailand. Future Parent Coffees will be delayed until the rules are relaxed again.

The school is highly effective at employing the appropriate security systems to maintain the integrity of the assessment processes.

In ES…
- Adherence to NWEA MAP testing requirements In MS…
- Same as HS (MAP and PSAT-Grade 8)

In HS…
- Adherence to NWEA MAP testing requirements
- Adherence to College Board testing requirements for SAT, PSAT and AP tests including:
- Testing room requirements
- Seating requirements
- Accounting for test materials
- Use of approved scripts for student instruction

- Distribution of test materials
- Proctoring of AP exams by teachers in other subjects
- Monitoring students during testing and breaks
- Collecting/storage of devices
- Collecting/storage of tests (pre) ▪ Locked room
- Collecting/storage of tests (post)
- Locked room Proctors are either teachers selected by Student Services or teachers who have volunteered through Student Services

COVID-19 Impact: Beginning in January of 2020, TCIS began varying stages of lockdowns, dramatically impacting the administration of tests. Exam administrators coordinated with NWEA and College Board. Some tests were canceled, such as the Spring 2020 MAP administration. AP Exams became virtual. Beginning in Fall 2020, TCIS began using remote exam administration strategies, based on the guidance from NWEA, using Zoom sessions to administer exams. The May 2020 administration of AP will likely again be virtual, though it appears the College Board will require stricter rules for exam administration. As of this writing, they are awaiting guidance.

B4.   How Assessment Is Used Criterion — Classroom Assessment Strategies

Teachers at TCIS are effective at using appropriate assessment strategies to measure student progress, both formatively and summative. This helps them effectively measure student progress toward acquiring the appropriate knowledge.

In ECE classrooms, we take quarterly assessments to see how far students have met the skills we have covered for each quarter. At the same time, the teachers observe the students' performance daily and give feedback orally and give one on one or small group conferencing when necessary. Most of the assessments are used in oral feedback or relearning it again since our students are very young. Aside from PK classes, kindergarten classes take DRA once in the beginning of the school year (Aug) and again in the end (May). Throughout the school year we also follow up on students who are not meeting the reading target goal by giving them one on one or small group guiding reading lessons.

In ES…
- Formative
  - Teachers observe students during their assignments, working with partners, while completing hands-on activities.
  - Exit ticket
  - IXL and Khan Academy lessons/practice to supplement and support Go Math
  - Running Records/Guided Reading
  - Units of Study Pre On Demand Writing Prompt
  - 1:1 Conferences
  - Strategy Groups
- Summative
  - DRA
  - Spelling Inventories
  - Units of Study Post on Demand Writing Prompt
  - Go Math! Assessments

     ○ MAP tests, AP Exams SAT Exams PSAT Exams TOCFL Exams

In MS/HS…

- A range of assessments including observations, Entry/Exit tickets, quizzes, projects, activities, formal tests, written explanations, and connections to the real world
- Online applications (Khan Academy, BreakoutEDU, Prodigy, IXL)
- MAP data

According to the Teacher Survey, 91.5% of teachers felt the academic standards of TCIS are Very Good, Good, or Average. Assessment data, such as PSAT results, indicated TCIS students are scoring lower on English standardized tests. To help improve scores, the leadership team is creating an ELL Department for the 2021-22 School Year. These resources will use push-in and pull-out strategies to help improve the language proficiency of our students. Due to feedback from our students and parents, TCIS adopted the AP Capstone program, with the inaugural AP Seminar class beginning in the 2019-20 SY. Score results from AP Capstone were very high. Hopes are high for the inaugural AP Research course during this 2020-21 SY.

TCIS had to adjust to the realities of the pandemic. PD for the 2020-21 SY has had to be virtual, for individuals instead of large groups (as in the past). To improve our PD offerings, we are exploring several PD options for the 2021-22 SY. Our goal is to offer as much PD for as many people as possible. We are aiming our PD to support the addition of the ELL team. PD for the coming school year will be focused on ELL training, along with a day for Atlas Rubicon implementation.

COVID-19 Impact: The pandemic has forced teachers to rethink assessments to some degree. Paper quizzes and tests are impractical, for the most part. Teachers have had to leverage virtual tools, using Google Classroom and other structures to manage their classrooms. The pandemic is also requiring us to rethink professional development for the 2021-22 SY. Virtual options are being explored.

TCIS is effective at helping students achieve academic standards and the schoolwide learner outcomes by providing students the opportunities to participate in Speech competitions, singing competition- singing in foreign tongue languages, Robotics competitions, Spelling Bee, The Howl- high school online newspaper, Art competitions, Yearbook photography, graphics and write-ups completed by students, PBL Projects, the Thailand Art show, and being highlighted in the Principals' Newsletter. These in addition to student work and assessment data is used to guide instruction, providing information on student's prior knowledge and weaknesses. These practices aid the school in keeping students motivated and engaged in their learning, by giving them a sense of pride and ownership.

- Speech competitions
- Student work and assessment data is used to guide instruction, providing information on student's prior knowledge and weaknesses.
- Singing competition- singing in foreign tongue languages
- Robotics competitions
- Spelling Bee
- The Howl- high school online newspaper
- Art competitions
- Yearbook- photography, graphics and write-ups completed by students

- PBL Projects
- Principals use newsletters to share student work with families and the community
- Thailand Art Talent Show

COVID-19 Impact: Many traveling competitions, such as the robotics competitions, were canceled due to the pandemic. As well, adjustments had to be made to competitions, such as the annual speech competition, which was virtual for the 2019-20 SY. While endeavoring to minimize the impact to our students, we've had to face realities brought on by the pandemic.

Overall, at TCIS the process of collecting, analyzing, and using assessment data to make changes and decisions about curriculum is moderately effective. On the teacher level, assessment data is not often used to make changes and decisions about packaged curriculum, but it does inform our day-to-day lesson plans.

In ES...
- All MAP, DRA and Math scores are put in a Google Sheet and shared with administrators

In MS…
- Assessment data is used to drive or guide instruction. As teachers, we have not used it to make changes or decisions involving curriculum, PD, or resources.
- IXL data

In HS…
- AP scores
- In-class formative and summative assessments

COVID-19 Impact: Curriculum revision has been more challenging, as students are dispersed, and teachers are challenged to provide lessons online. The purchase of Atlas Rubicon for the 2021-22 SY will make curricular alignment and revisions much more manageable.

Teachers at TCIS are highly effective at providing feedback in a variety of ways. Elementary teachers provide some written, but mostly oral, feedback to the students. Middle and high school teachers can provide digital feedback for their students. Overall, feedback is effective in helping students achieve learning targets, academic standards, and schoolwide learner outcomes.

In ES…
- Teachers provide feedback through rubrics
- Writing conferences
- Teachers meet with students in small group and 1:1 to provide essential feedback

In MS…
- Teachers meet with students in small group and 1:1 to provide essential feedback
- Teachers provide written feedback through Email, Hangout Chat, or Google Classroom to guide student learning
- Teachers provide comments in Google Slides and Google Docs related to student products

In HS...
- Use of rubrics for scoring, giving students guides for how to be effective
- AP courses have feedback and scoring rubrics

- Google Classroom
- Turnitin.com

COVID-19 Impact: Feedback has been more challenging without direct face-to-face interactions. Teachers use Zoom or Meet live sessions, SeeSaw, and Google Classroom to provide feedback to students.

CATEGORY B: CURRICULUM, INSTRUCTION, AND ASSESSMENT

Areas of Strength for Curriculum, Instruction, and Assessment (if any):
1. School Purpose is clear and reflects the school's belief and philosophy.
2. The governing authority policies are consistent with the school's mission and vision and support the achievement of the SLOs.
3. Student achievement and the SLO accomplishments are recognized and promoted.
4. There is a strong effort to improve the school and become more student-centered.
5. Investment in facilities is evident and stakeholder voices are considered.

Key Issues for Curriculum, Instruction, and Assessment (if any):
1. The school leadership needs to communicate procedures and policies to the staff clearly.
2. Internal communication needs improvement between divisions.
3. Proper implementation and follow-up training are necessary for the new child protection policy.
4. The leadership needs to take further safety measures regarding facilities.
5. The leadership should implement a standards-based 2-year teacher mentor program for new teachers.
6. A multi-year, school-wide professional development plan should be developed based on the analysis of student achievement and teachers' perceptions.
7. All Western high school teachers need to be certified and qualified to teach the subject area(s) and grade-levels assigned.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

C.   SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

C1.   Student Connectedness Criterion — Personal and Academic

To what extent are students connected to a system of support services, activities, and opportunities at the school and within the community that meet the challenges of the curricular and co-curricular program to achieve the schoolwide learner outcomes?

TCIS has a counseling team consisting of three male counselors in each division of the school. Each counselor has a teaching load. A female psychologist will be hired for the 2021/22 academic year. She will also be teaching a section of Japanese. The Chinese and Thai Heads of Department

also assist with counseling needs and college prep when specific knowledge is regarded in Chinese and Thai language respectively.

TCIS is effective in providing intervention, referral services and support for students. Counsellors work with teachers on a daily basis. Teachers can refer students to counseling services via online forms and interactive Google Sheets. Depending on the nature of the issue, counselors will strategize on the intervention. Issues pertaining to discipline are passed onto the relevant Heads of School.

The school concedes that more needs to be done to support ELL students. To address this need, a new ESL Department is being established for the 2021/22 academic year which will entail one full time ESL teacher assigned to each section (total of three teachers) for providing push-in language support.

TCIS provides parents with faculty meet and greets, as well as dedicated time with administrators. There are also transition events for elementary to middle school, and again for middle school entering high school. These sessions were carried out over Zoom during the pandemic.

TCIS has a successful peer tutoring program run by school counselors. The counselors match students together and carefully monitor the progression. The Student Council and Honor Societies also assist with this program.

TCIS has a college preparatory program where Junior and Senior students take seminar classes to prepare for college and the future. Multiple colleges and universities visit the school throughout the year, and this continued virtually during the pandemic. The college preparatory program also implemented the MAIA Learning program to assist students with searching for colleges, completing self-assessments, researching careers, and uploading documents for college applications. However, the Head of the middle and high school divisions notes that TCIS needs to create a cohesive connection between the college application process and English Language Arts classes to strengthen application essays. In short, due to their experience, expertise, and time in the instructional day, the ELA department should take a more active role in this process.

Student needs continued to be met during the online learning period. Students received group calls and one-to-one support to discuss academic perfection and social needs.

According to perception surveys, the school leadership and staff is effective in developing personalized approaches to learning and alternative instructional approaches. During online learning, TCIS adapted to the 'new normal' by offering its Elementary and Middle

School Graduation Ceremonies online. Parents were appreciative of this. With reference to classroom visits by the visiting committee, teachers have been highly effective in providing the curriculum during the online learning period. TCIS Middle and High School students have also taken online college and high school level courses during the online learning period to better achieve their academic goals. Students also complete these online courses for make-up credit. These supplementary courses were provided by an accredited online school in the US.

Elementary students participate in the WIDA testing at the beginning of the year to help determine academic needs and inform instructional planning. This is complemented by year-end WIDA assessment to measure the effectiveness of differentiated instruction. MAP testing is also utilized in the school to provide intervention data to the counselling team. Finally, High School students identified as at risk have a dedicated academic support class.

During online learning, high school students, supported by the counselors, developed individual 4-year plans for the purpose of meeting their graduation requirements and applying to college.

This planning process has also been complemented by online support sessions for parents and students on graduation, standardized testing such as IELTs and SAT, as well as career planning. The visiting committee was privileged to witness one of these sessions during the visit.

All high school students are encouraged to explore the Arts at TCIS with students consistently scoring AP results of 5 for the last several years. Graphic Design students have also contributed to the local community by creating a fundraising campaign for PAWS Bangkok, a local animal charity.

TCIS is effective in supporting new students. Initiatives to make students feel welcome include:
- Providing students with buddies.
- Orientations.
- Transition events.
- New student Club in Elementary School.
- New Student Orientations in Middle School.
- New Student Lunches in High School

Students have a chance to get to know their high school teachers, counselors, administrators, as well as new students. New and returning students are also monitored throughout the year by teachers and counselors to ensure their success via the school's referral processes.

TCIS is currently somewhat effective in addressing the needs of ELLs due to ongoing program development as previously reported in this section. It is anticipated that the new ESL Department for the 2021/22 academic year will go some way to addressing this growth area.

Newsletters and email communication is translated into Chinese and Thai and on most occasions, parents who come into school for face-to-face conferences can speak English. However, the school is finding it challenging to communicate with students and parents regarding poor academic performance or truancy due to the language barrier. Whilst students have been used for interpreting in the past for school events and student-led conferences, the counseling team acknowledge that it is unethical to use students in conferences of a confidential nature.

In terms of intervention, teachers feel that there is a lack of consequences for students who are constantly truant, have behavior issues, or are performing poorly academically. The school would therefore benefit from adhering to and enforcing strict guidelines for academic and attendance expectations, communicating these to all stakeholders. For this to take place, the visiting committee recommends alignment between the Parent Handbook and the TCIS Policy manual regarding these matters.

As previously reported, teachers can report student academic, personal, or social concerns via direct conversations, an online referral system, or a shared Google Sheet (depending on the school division). From the counselors' perspective, they also meet with all students who receive a D or F grade on their report cards on a quarterly basis. However, the counseling services could benefit from a uniform referral system across all divisions of the school which may go some way to avoiding teachers approaching counselors directly in an ad hoc manner.

The counselors communicate regularly with parents through weekly and monthly newsletters, as well as by conducting in-person or Zoom meetings on an as needed basis.

With regards to educational technology, TCIS provides devices as follows:
- Elementary students have access to tablets between their homerooms and the computer lab.

- Middle and High school students are effectively 1-1 with a device due to students bringing their own devices to school.
- Grade 5 and 6 students are given a school-owned Chromebook to use in-school.

At home, students are expected to use their own devices.

Finally, the counselors participated in online professional development related to student welfare and counselling during the pandemic. TCIS has a wealth of clubs, trips, and opportunities for students. Most are driven by student interest and supervised by staff. It is not clear whether these activities are linked to schoolwide learner outcomes in a consistent and targeted manner, but all experiences broaden the horizons of TCIS students and enable them to think globally and connect their learning beyond the classroom.

TCIS connects students via Google Classroom daily throughout the pandemic. This platform is used to deliver daily instruction and provide differentiated lesson plans. Teachers also connect with students through Google Meet and Zoom.

TCIS is somewhat effective in regularly evaluating the level of student involvement in curricular and co-curricular activities, as well as student use of support services. However, this focus group concedes in their growth areas that more accountability is required towards student events.

Co-curricular activities across all grade levels include:
- Spirit weeks
- Sports days
- Spelling Bees
- Clubs

Students are awarded points for participation and success in these activities, which are then tabulated, and winners awarded.

Students take on many responsibilities and projects as part of their curricular activities. These are tracked through service tracking sheets and teacher observation.

The community service graduation requirement is regularly tracked. During the last period of the day, high school students have a choice - 'choice time' - of where they want to go, including clubs and teacher office hours.

TCIS is highly effective in providing students with opportunities to be involved in school and the wider community. This includes for example:
- Clubs
- Yearbook
- Newsletter
- Newspaper
- Field trips
- Volunteer work
- Service project
- College courses

The online learning period affected a lot of these activities. However, the school made every effort to adapt to the situation. Many clubs could continue over Zoom and Google Hangouts. In

addition, some virtual community activities and field trips were organized such as a virtual walkathon and virtual zoo visit. The Yearbook was also completed.

The school is also undergoing some major changes to its Student Services department, so the availability of counseling services is inevitably affected. Counselors state that they are now assigned under individual Heads of division in separate buildings. The rationale for this change was due to all counselors previously being in the high school building which prevented elementary students from having equitable access. In the past, the structure of the Counseling Department involved them all being in the same building with a dedicated department leader. The counselors note that whilst there are advantages with the new structure such as more clarity in areas of responsibility, the change has detrimentally affected collaboration within the department. This may go some way to explaining the percentage of students who feel unsupported by the school (30%). It is also worthy of note that no students mentioned counselors when asked by the visiting committee about who they would seek help from if they had an issue.

The school is aware of the student view of support services through interviewing and dialog with student representatives. However, the school could benefit by carrying out a more structured perception survey on this matter. It would also be beneficial for the school leadership to seek input from the counseling team regarding the structure of the counseling services moving forward as to the most effective way to offer student support services.

CATEGORY C: SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of Strength for Support for Student Personal and Academic Growth (if any):
1. The school has an active and supportive counseling team.
2. TCIS provides academic and socio-emotional support for its students.
3. The counseling team offers informative and timely information sessions to parents and students throughout the academic year.
4. TCIS has a wealth of clubs and extracurricular activities.
5. TCIS supports its high school students through the composition of 4-year plans and college application support. This includes the use of the MAIA platform.
6. TCIS continued to offer transition events and school celebrations virtually during the pandemic.
7. TCIS has embraced its certified 'Google School' status which has benefited all aspects of the school.

Key Issues for Support for Student Personal and Academic Growth (if any):
1. The counseling service would benefit from establishing a uniform referral system across all divisions of the school which clearly documents the referral process and counseling policies and systems.
2. The school would benefit from adhering to and enforcing strict guidelines for academic and attendance expectations, and then communicating these to all stakeholders. Alignment between the Parent Handbook and the TCIS Policy manual regarding these matters is also recommended.

3. The school needs to gather data on student perception pertaining to the organization, availability, and usefulness of the student support services program.
4. Accountability towards student events needs to be improved.
5. TCIS needs to find more effective ways to connect with parents in support of their child's educational needs with reference to tackling the language barrier.
6. TCIS needs to create a cohesive connection between the college application process and English Language Arts classes to strengthen college application essays.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

MS & HS Progress Monitoring Sheet	ES Referral Form	Peer tutoring log
Advisory Program Rubric	Transition Presentation photos and videos	Syllabus documents for Seminar
College Visit spreadsheet	High School 4-year plans	WIDA Results
Student Orientation information	Example newsletters	Student Perception Data
D & F Reports	HS Community Service Tracking	Photos of clubs and special events

D.   SCHOOL CULTURE AND ENVIRONMENT

D1.   School Environment and Child Protection

According to perception surveys, TCIS is highly effective in demonstrating caring, concern, and high expectations for students. Whilst the school strongly supports high expectations, the school is somewhat effective with expectations regarding the strengthening of class content and having a classroom environment conducive to learning. The report also highlights that teachers need to think critically and be consistent in all classrooms to develop high expectations for content learning.

Students are expected to be fluent in three languages. With regards to English language, students are encouraged and supported to take the IELTs examination (TCIS is an approved testing center). For Thai language tests, examinations are externally administered by the 'Sermpunya' (เสริมปัญญ) Organization. Students interested in attaining a standardized assessment in Thai can take this externally verified examination which adheres to the Thai curriculum, OPEC, and MOE standards. The Chinese department has organized the Test of Chinese Proficiency (TOCFL) every

year since the 2017/18 academic year.

According to student perception data, 70% of students feel that teachers care about them. The more concerning statistic is that 30% of students feel that the school does not support them and that their time is neither enjoyable nor effective at TCIS. Since administering this perception survey, the focus group has been working with the administration team and the parents (via the parent association) to find a way to address this issue. TCIS parents have been very supportive in providing suggestions, and the school is working with parents. Parents have created Line Groups and have grade level leaders to gather information. These suggestions will then be brought to the Principal for action. The Heads of each division are very receptive to parents in finding collaborative solutions to this problem. In sum, this issue has been recognized and the school community is working together to find solutions.

Student safety measures have been stepped up during the pandemic period. Students are reminded to wash their hands before every class, break times, and lunch. Students are also not permitted to share any stationary items. Hand sanitizer is provided in every classroom. Classrooms are cleaned every day. Temperatures are checked every morning and at lunchtime. Parents are not allowed to stay on campus after sending their child to school. The nap time in the ECE is also socially distanced.

TCIS is highly effective at fostering self-esteem. Most students feel supported and are recognized for their success. This is via the monthly award ceremonies. However, teachers are only somewhat effective at building student self-esteem through high expectations, especially for newly enrolled students who might be weak in one of the three languages.

The self-study report claims that there are currently no clear programs in place for students who are beginners in English and Chinese in middle and high school. However, whilst the new ESL Department for 2021/22 will address the limitation in English language proficiency to some extent, beginners in Thai and Chinese language are in fact accommodated via streamed language classes and the use of differentiation. Whilst some students would benefit from more appropriately leveled Thai classes, it is not always possible due to scheduling conflicts with core subjects. A potential solution for this is to have a Thai/ Chinese 'block' where all students in a particular grade level go to Thai (or Chinese) at the same time of the day and the classes tiered for levels among the language teachers.

To account for a reduction in enrollment and anticipated reduction in the operational budget, Thai teachers' schedules are being increased to 6 preps (from four) for the 2021/22 academic year. This will add further pressure to the workload of Thai teachers to meet the language needs of TCIS students.

Each month, the school gives awards to monthly SLO student winners, awards for Thai good manners, and the Chinese diligent learner award. The pandemic has seen schoolwide ceremonies awarded, with awards being given to students individually instead and photos taken for the school bulletin board. TCIS is highly effective at supporting a collaborative culture of mutual respect, inquiry, and effective communication between all stakeholders.

The school showcases the culture of its students in numerous festivals and events each year. Parents are also invited to participate and attend. The school library stocks books in English, Chinese, and Thai, and the canteen provides international meals, Thai dishes, and Chinese food. The school sends letters and messages to parents in English and Chinese, and Thai translations are sent via Line, Facebook, divisional newsletters, and the school website. ECE and Grade 1 also use the app 'Seesaw' to communicate daily with parents and students.

Students participate in school events every year. These include Thai events such as Wai

Kru, and Mother's and Father's Day. Taiwanese culture is celebrated on Double Ten Day. Students celebrate Chinese culture by performing Chinese traditional dance and experiencing Chinese hands-on works. There is also a winter and spring concert every year where students can sing songs in English and Chinese.

Due to the pandemic, parents were not permitted on campus. However, all school events were broadcasted live on social media channels. Those in attendance always wore masks. TCIS effectively supports a culture that provides support and encouragement for teachers to use innovative approaches to enhance student learning. However, whilst 63% teachers are happy with this level of support, 11% of teachers felt poorly supported.

Teachers are given the opportunity to request Professional Development (PD) when they see training that will result in a positive impact for student learning. However, the report has identified this as a growth area as teachers have commented that PD is not always targeted. Sometimes useful programs were discontinued (i.e., the Google Summit - the faculty expressed disappointment that this was no longer offered), and sometimes schoolwide programs were attributed to teachers who did not need necessarily need it (i.e., Socratic Seminars for the PE teachers). Despite this, teachers expressed that their Heads of division were receptive to their PD applications, but planning was more on an ad-hoc basis with the onus on teachers. The school would therefore benefit from a transparent budget and application process for PD by forming a Professional Development Committee made up of a representative sample of teachers and composing a Professional Development Plan.

During the pandemic period, the school has been closed for in-person learning and has offered classes online. Teaching activities were conducted via Zoom. Online off-campus activities also took place during this time, such as online Chinese singing performances, and online spiritual week, and other activities.

Since August 2020, the school has cooperated with the Thai government to gradually lift restrictions on campus with regards to controlling the pandemic. However, it is still necessary to maintain a high level of clearing disinfection, enforce the wearing of masks, and take various epidemic prevention measures to maintain a safe learning environment.

TCIS has existing policies and regulations to ensure a safe, clean, and orderly place that nurtures learning, including internet safety. During the pandemic, the school worked to further improve these existing policies. These updates can be seen in the Faculty Handbook. Updates were also made to the Crisis Response Manual. A Child Protection and Safeguarding Policy was also launched two years previously.

A new canteen company was also chosen this year to improve the diversity and quality of the food. The school utilizes Facebook to efficiently communicate with teachers, students, and parents to provide fast and accurate information. To have a safe online teaching environment during the online learning period, the school strengthened the security system of the network firewall. This ensures that teachers and students are under a protected network domain. The IT department always supports the needs of teachers and students.

Due to the pandemic, the school classroom layouts needed to be reviewed which included ensuring that all desks were at least 1-metre away from each other. The school has somewhat explained the definition of child abuse to the faculty. The Child Protection and Safeguarding Policy provides a clear definition of what constitutes abuse. However, there is no clear policy to handle commercial exploitation of children nor how to handle inappropriate behavior of children towards

other children. During the pandemic, the school imposed strict controls on entering and leaving school. The school purchased heat-sensing equipment to speed up the morning check-in routine. Nurses also take measurements on an as needed basis.

The promotion of wearing masks has been strengthened during the pandemic period, as well as social distancing and the need to wash hands correctly. The school has established and implemented a Child Protection and Safeguarding Policy for the past two academic years. These policies have recently been updated. However, the school acknowledges that it would be beneficial to establish an annual review of the policy.

The Child Protection and Safeguarding Policy sees several safeguarding procedures take place, such as all doors having to have a window, and separate bathrooms being allocated to students and faculty. At the beginning of the academic year, the Head of School gave training for all staff members. Teachers were required to sign-off on having received the training. This training was given in English only, with the respective Heads of Chinese and Thai expected to disseminate the information to faculty members and answer any questions or concerns in an informal manner. The school has also formulated clear usage specifications regarding online learning because of the pandemic, in addition to the protective network previously mentioned in this report.

Currently, TCIS provides child protection and safeguarding training at the beginning of the academic year for staff, faculty, and parents. The school states that continual training throughout the year for new families, faculty, and staff would be beneficial. Due to the late arrival of some teachers because of the pandemic, training was provided online. Teachers were able to observe any important behavioral changes with students during the online period during Zoom lessons. TCIS is somewhat effective in providing formal learning programs related to child protection.

The Head of School provided training to all teachers at the beginning of the academic year, but additional opportunities for training would be beneficial. An area that needs to be addressed is providing training to local staff and vendors. The school is currently researching Thai-language training to meet this requirement. Chinese language training would also be beneficial. In the event of online learning, letters are sent home in English, Thai, and Chinese stating the ways to contact teachers. This can be via Zoom, Google Chat, phone, or email. Due to the pandemic, parent orientation took place after school with reduced numbers of parents in attendance.

TCIS is somewhat effective at having structured procedures in place to report suspected abuse. This includes the formal policies, including having to inform the relevant authorities and the school administration. The visiting committee concurs with this finding because when asking teachers of the specific processes and protocols of the child protection policy, the answers were a little unclear. According to the policy, completed referral forms are given to the Principal/ HOD/ or Thai Director to decide the next steps to be taken. An area of growth is to have an annual review process in place to ensure the process continues to work effectively, and to provide additional training to the faculty. TCIS is highly effective in confirming to Thai laws in relation to The Child Protection and Safeguarding Policy.

D2.   Parent/Community Involvement

TCIS is highly effective in involving parents in the school environment by inviting them to school events. The school also works with the local community throughout the year. The report notes that the school could improve on involving parents more in the teaching and learning process if possible, yet panel members were unsure of ways this could be implemented.

TCIS has an active Parent Association which is included in several events throughout the year. Parents participate in setting up booths at various events. They are also involved in the Loy Krathong fashion show and Songkran Festival. Community members also participated in community clean-up days, monk talks during Songkran, and visits from Taiwanese cultural experts. Parents are invited to see student performances, as well as attend award ceremonies. However, this has been on hold during the pandemic.

The school values learning and growth through participation in sport. Involvement from parents has been crucial in this success by supporting the school and attending games (when conditions allow). A combination of face-to-face and online communication helps to keep parents informed and involved in the sports program.

TCIS is effective in utilizing community resources. This concept is introduced in various classrooms to aid student understanding of Thai society, art and culture, language, high education, physical development, the environment, and technology. To improve upon community involvement, the school can try to utilize more opportunities for school-wide speakers when possible. The school current does the following:

- The Thai department has organized university visits as well as helped with some clean-ups.
- The Chinese department has had various cultural visits, as well as visits from Taiwanese government and business officials.
- The music department has received guest conductors.
- The art department has held several workshops and presentations from local artists. Additionally, students have had their artwork showcased in galleries in Bangkok.
- The PE department participates in BISAC tournaments.
- The library organizes author visits every year, in addition to stocking books focused on traditional festivals.
- Culture teachers visit TCIS for one month to teach students about Chinese culture. During the pandemic when there were restrictions on the Thai borders, TCIS graduates fulfilled this duty.
- Korean day festivals are held in January or February each year

TCIS is highly effective in showcasing student achievement throughout the year. There are also several opportunities for parents to receive training on the grading website (PlusPortals) and to understand the use of MAP testing. The curriculum is also published on the curriculum website which is a Google Site. The teachers are required to email parents at the beginning of the year who are taking their courses. All teachers create their own Google Site to share all the information about classes which is a 'hard deadline' at the beginning of the year from administration. The school is currently transitioning to implement Rubicon Atlas to document their curriculum from 2021/22. According to perception surveys, parents are happy with the learning that takes place at TCIS.

TCIS is taking a multi-pronged approach to ensuring parents understand student's

achievement and the academic standards of the school:
- MAP results are issued to parents with progress reports.
- Training was provided to parents on how to interpret MAP results.
- The curriculum is published on the curriculum website (what site is this?).
- SLOs are posted as banners around the school and published on the school website.
- Principals and teachers regularly publish newsletters.
- Line group and Facebook posts include information about SLOs and student assessment.
- SLO awards are presented monthly.
- SLO posters are in the Admissions Room and shared with all new and potential families.
- SLOs are posted in English, Chinese, and Thai on campus and in the weekly Parent Newsletter.

The school had to switch to online learning because of the pandemic. During this time, students follow their normal schedules. TCIS is effective in ensuring that parents understand the expectations for online learning in relation to student achievement. New families are advised on the online instructional systems the school uses. Training is provided throughout the year to support parents. However, more support could be provided for families whose children are struggling with online learning. In elementary, Teaching Assistants can follow up with families. In Middle school, NJHS students (National Juniors Honors Society) can assist and help students who are struggling are/ or are new to the school. Teachers can also reach out to their Heads of Division for assistance. The school acknowledges that more needs to be done to support these students and families.

Parents can contact the school in various ways to receive school information and to contact various school offices. This includes phone, email, Facebook, Line, and other official parent communication channels. The school also holds regular parents' meetings with parents to keep them informed and address questions or concerns. Parents are informed that TCIS is a Google School upon registering. All classes either use class Dojo or Google Classroom and parents are invited to join to monitor student work.

Middle School students in grades 5 and 6 are issued with Chromebooks to use whilst on campus - the devices are stored in school. Grade 7-12 students are required to purchase a device which is used regularly in instruction. The school aids with the purchase. The Parent Association also distributes this information to parents. The school counselor schedules meetings with parents of each grade 11 student to discuss their child's preference regarding university applications.

CATEGORY D: SCHOOL CULTURE AND ENVIRONMENT
Areas of Strength for School Culture and Environment (if any):
1. The school has an effective trilingual curriculum.
2. There is a strong cultural awareness at TCIS which is celebrated throughout the school.
3. There is a plethora of community resources utilized throughout the academic year.
4. Progress has been made with child safeguarding with the drafting of the Child Protection and Safeguarding Policy.
5. The parent involvement at TCIS is impressive.

Key Issues for School Culture and Environment (if any):
1. The school needs to ensure that students in Thai and Chinese language classes, particularly beginners, are given the support they need to succeed in the trilingual culture of TCIS.
2. Whilst most parents, students, and teachers are happy at TCIS, there are some concerning

percentages for students feeling unsupported (30%) and teachers feeling poorly supported (11%) by the administration.

3. TCIS needs to be consistent in developing high expectations for classroom content that will challenge students.

4. The school needs to formulate a transparent budget and application process for Professional Development by forming a Professional Development Committee and composing a Professional Development Plan.

5. TCIS needs to develop, reevaluate, and annually review the Child Protection and Safeguarding Policy. This process needs to include a variety of stakeholders with the formation of a Child Protection Team. It is also pertinent to arrange Thai and Chinese language training and deliver this training to all members of the faculty and staff who have access to children at the earliest opportunity.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Perception Surveys	New Normal at TCIS video	Photos from events
Photos from award ceremonies	PD Tracking Document	TCIS Crisis Response Manual
Faculty Handbook	Child Protection and Safeguarding Policy	Child Protection Slides - Training
Virtual Class Meeting Norms	TCIS School Preparation Video	Parent Newsletters
Thai Protection Policy at TCIS	Parent Association page on website	Use of Community Resources at TCIS supplement report
NWEA MAP Testing + Parent Information Session	PlusPortals Training Slides	TCIS Facebook page

CHAPTER IV: CATEGORY E. UNDER REVISION (NOT APPLICABLE)

CHAPTER IV: CATEGORY F. BOARDING PROGRAM (NOT APPLICABLE)

F1. School Boarding Program

There is no Boarding Program

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

TCIS has many strengths including a great environment for students, parents, and staff. Their focus on being a trilingual-based school is innovative and differentiates the school from others. Their board is very supportive to their mission and has gone above and beyond in supporting both staff and students during the pandemic. Staff dedication is very apparent. They are very modern in teaching strategies and use of technologies. Their use of Google gives them great access to use for cognitive instruction.

The school has made strong strides in solving and moving forward from previous WASC visits critical areas. They are planning and trying to work on typical areas from: enhancing instruction, student safety, reviewing and improving the plans for admissions, counseling, master schedule…

Schoolwide Areas of Strength

1. School Purpose is clear and reflects the school's belief and philosophy.
2. The governing authority policies are consistent with the school's mission and vision and support the achievement of SLOs.
3. There is a strong cultural awareness at TCIS which is celebrated throughout the school.
4. Student achievement and SLO accomplishments are recognized and promoted.
5. There is schoolwide integration of global concepts, perspectives, and issues in all TCIS divisions.
6. There is correlation between the concepts and skills taught, the academic standards, and the schoolwide learner outcomes.
7. TCIS engages students cognitively to achieve the academic standards.
8. The VC commends the School Board for their vision in supporting the school, adapting over the years to changes in the student population, and supporting families and staff during the pandemic.
9. TCIS has embraced its certified 'Google School' status which has benefited all aspects of the school.

Schoolwide Critical Areas for Follow-Up

1. Review the implementation and needs of a comprehensive counseling and support system for all three divisions covering all academic and socio-emotional areas.
2. Review and adjust the needs of curriculum and staffing to best address a trilingual school approach to cover native speakers and new language learners (e.g., ELLs) to ensure students meet the graduation requirements of the TCIS high school program.
3. Establish a systematic, transparent, and long-term approach to Staff Professional Development and involve staff in the planning process.
4. Review and reinforce the admissions process so that it is always consistent and methodical.

5. Review the U.S. and Thailand protocols for Child Protection and Student Safety and bring the schoolwide needs to date for all staff, students, parents, and physical resources.
6. Enforce guidelines for academic and attendance expectations and communicate these to all stakeholders.

Chapter V: Ongoing School Improvement (1–2 pages)

The TCIS Action Plan clearly identifies the major objectives that will enhance student learning. The positive school culture and the enthusiasm and energy of the TCIS staff lends itself to strong support of school improvement. There is a high level of commitment by all stakeholders to accomplish the set goals; however, with some of the issues related to complexities of the COVID pandemic, prioritizing will be essential for the improvement to be achieved and sustainable. TCIS is a unique trilingual school but in our opinion has the volition and capacity to continue growth to be of great service to their community and students. They have a strong, vision-oriented Board with solid financial support and a strong site leadership structure with a supportive parent and staff group.